DOCUMENT RESUME

ED 321 766 IR 014 638

TITLE	Directory of Regional Educational Resource Organizations in the Mid-Atlantic Region.
INSTITUTION	Research for Better Schools, Inc., Philadelphia, Pa.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	89
CONTRACT	400-86-0003
NOTE	130p.
AVAILABLE FROM	Research for Better Schools, 444 N. Third Street, Philadelphia, PA 191234 ($31.95).
PUB TYPE	Reference Materials - Directories/Catalogs (132) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Clearinghouses; Educational Development; *Educational Resources; *Education Service Centers; Elementary Secondary Education; Higher Education; *Regional Programs; Research and Development Centers; State Departments of Education; Tables (Data)
IDENTIFIERS	*United States (Mid Atlantic States)

ABSTRACT

This directory presents 1989 information on a census of educational research and development and service improvement organizations in the Mid-Atlantic region (Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania). The introduction describes survey methodology and provides an overview of the research and development organizations in the region in terms of the type of organization, services, expertise, and clients. An explanation of how to use the directory and sections presenting brief descriptions and directory information on state departments of education, intermediate service agencies, and ERIC clearinghouses serving the area follow. Listings of the 94 regional educational resource organizations comprise the main section of the directory. A resume is provided for each organization which contains the following information: name, address, telephone number, and contact person; year founded; type of agency; services offered; areas of expertise; client groups; costs for services; staff size; and a brief description of the agency, its focus and workscope, activities, and services. Agencies are indexed by primary services and primary areas of expertise. A copy of the survey instrument is appended. (MES)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DIRECTORY OF REGIONAL EDUCATIONAL RESOURCE ORGANIZATIONS

The Mid-Atlantic Region

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

1989

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ellen Newcombe

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Research for Better Schools
444 North Third Street
Philadelphia, PA 19123

RBS

DIRECTORY OF REGIONAL EDUCATIONAL RESOURCE ORGANIZATIONS

IN

THE MID-ATLANTIC REGION

1989

Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123

This publication is based on work sponsored, wholly, or in part, by the Office of Educational Research and Improvement (OERI), Department of Education, under Contract Number 400-86-0003. The content of this publication does not necessarily reflect the views of OERI, the Department, or any other agency of the U.S. Government.

TABLE OF CONTENTS

Page

I. Introduction 1

II. How To Use This Directory 12

III. State Departments of Education 13

IV. Intermediate Service Agencies (New Jersey & Pennsylvania) ... 14

V. Educational Resources Information Center Clearinghouses 20

VI. Regional Educational Resource Organizations 23

VII. Primary Services Index 121

VIII. Primary Expertise Index 122

APPENDIX: Survey Instrument 124

I. INTRODUCTION

This directory presents 1989 information on the census of educational R&D and service improvement organizations in the Mid-Atlantic region conducted by Research for Better Schools, Inc. (RBS), the educational laboratory serving Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania. RBS has prepared analyses and presentations on the educational R&D capability of the Mid-Atlantic region since 1982. The remainder of this introduction provides an overview of the analysis of the R&D organizations in the region in terms of their organization type, services, expertise, and clients. The sections following describe how to use the directory and list individual organizations which may be contacted by education practitioners for assistance.

Purpose

Regional laboratories are designed to provide R&D services to the educational system in a way that will foster school and classroom improvement. In order to accomplish this aim effectively, a laboratory must understand the system and its needs. Laboratories are not the only agencies with R&D capabilities in the region, however. They don't operate in a vacuum. Thus, it is equally important for a laboratory to be knowledgeable about other organizations in its region which have R&D capabilities that can respond to the needs of the educational system. This knowledge is a factor in planning the laboratory program and coordinating the laboratory's efforts with other R&D resources in the region. It is in recognition of these opportunities that the laboratory contacts existing organizations which provide research, development, dissemination or technical assistance in the region. Data on their activities are crucial to identifying gaps in services and possible partners for collaboration. In addition to this use within the laboratory, these data were seen as potentially useful to practitioners in need of R&D assistance. Accordingly, RBS publishes this directory in a format for practitioner use.

1989 Activities

The original data base for this directory is the result of surveys of approximately 1,400 organizations which were identified through a comprehensive search for R&D providers in the region. Although directories of the R&D organizations included in the data base were published in 1983, 1984, and 1985, the primary use of the data was for laboratory analysis of the region and program planning. Accordingly, the early directories included much statistical and analytic information.

Once the data base was firmly established, RBS decided to produce an annual directory for use by educators in the region as a reference to R&D resources. This purpose has been maintained since 1986, including this 1989 directory. This decision affected the sample of organizations to be included in the directory, the survey procedures to be utilized, and the format of the directory itself. Each of these topics is discussed in this section.

Sample

The 1988 data base became the starting point for the 1989 sample. This data base was composed of organizations which appeared in the 1988 directory and those newly formed organizations that had professional contacts with RBS during the past year. This sample included organization which provided R&D

services to other agencies concerned with various facets of elementary and secondary education. The sample included non-profit organizations, for-profit firms, and private consultants. Also included were major professional associations, organizations that provide information/ publications, and organizations that serve private schools.

Procedures

During 1989, preparation of the directory was limited to updating information on organizations already included in the data base. In order to update information, RBS sent to the contact person of each organization the 1988 directory listing and asked him/her to correct any misinformation. The directory listing included the organization name, address, contact person, telephone number, year founded, agency type, size of professional staff, services, expertise, clients, costs for services, and a brief description of the organization.

The directory listings were sent to the sample of 154 organizations in February, 1989. Each contact person was instructed to return the listing by the end of March 1989; if no response was returned, RBS would assume the listing was correct. Responses were received from 77 organizations (50 percent).

RBS decided to apply more stringent criteria for determining which organizations qualified as R&D agencies in updating the directory this year. In past directories, RBS included many organizations that provided tailor-made consultant services or advocacy groups with little R&D capability. These organizations were excluded in the 1989 directory. As a result, a total of 94 organizations comprised the 1989 data base.

Directory Format

Annual directories prior to 1986 were organized primarily as data displays with organizations and characteristics presented in chart form, while later directories have been arranged by organization. This format was followed in the 1989 directory. Each responding organization included in the 1989 directory is described in a one-page abstract which contains descriptive information as specified above and a 100-200 word profile. The organizations are ordered alphabetically and indexed by primary services and areas of expertise. Introductory sections address how to use the directory and describe state departments of education, intermediate service agencies, and ERIC clearinghouses that serve the region. The 1989 directory is made available to educators in the region either through complimentary copies or the RBS Publications Office.

Results

Augmentation of the R&D resources data base to produce the 1989 directory confirmed the majority of the results reported in 1988. More specific information on the R&D organizations in the region is presented below.

Organization Type

Table 1 shows the distribution of organizations across the various possible types.

Table 1

Number and Percent of Regional R&D Organizations by Type

Type	Number	Percent
Post-Secondary Education Institution R&D Centers	26	12.8
R&D Agencies (Profit and Non-Profit)	18	19.1
National Professional Associations	15	16.0
Post-secondary Education Institutions	9	9.6
State Professional Associations	8	8.5
Social Service Agency	2	2.1
Other	16	25.0
Total	94	100.0

R&D centers located at post-secondary institutions were the most predominant organization type. Independent R&D agencies, both for-profit and non-profit, accounted for the second largest group. National professional associations also ranked high. State professional associations, social service agencies, and a mixture of other organizations filled out the list. Organizations in the "other" category include museums, training institutions, and curriculum and information resource centers.

R&D Services and Areas of Expertise

Analyses were conducted of the services provided by regional R&D organizations and the results are displayed in Table 2. Presentations/conferences/workshops were the most frequently cited services, listed by almost three-quarters of the respondents. Publications/dissemination accounted for over 60 percent of the organizations while staff development, development, and research were listed by at least 40 percent each. Program assessment/evaluation and technical assistance each accounted for approximately one-third of the organizations. These types of services also ranked high in the 1988 directory.

Table 2

Primary Services of Regional R&D Organizations

Service	Number of Respondents	Percent of Respondents
Presentations/Conferences/Workshops	68	72.3
Publications/Dissemination	59	62.3
Staff Development	43	45.7
Development	42	44.7
Research	38	40.4
Program Assessment/Evaluation	32	34.0
Technical Assistance	30	31.9
Needs Assessment	18	19.1
Planning	15	16.0
Program Implementation	13	13.8
Management	6	6.4
Other	10	10.6

Note: N=94.

Table 3 on the following page presents the areas of expertise cited by the responding organizations. The six most frequently cited areas of expertise were:

- school effectiveness/improvement (27.7 percent)
- staff development (27.7 percent)
- at-risk students (25.5 percent)
- school administration/management (25.5 percent)
- evaluation/assessment (24.5 percent)
- educational technology (23.4 percent).

All of the other areas of expertise were identified by less than one-fifth of the responding organizations. The top four areas were the same for 1988 and 1989.

Table 3

Primary Expertise of Regional R&D Organizations

Expertise	Number of Respondents	Percent of Respondents
School Effectiveness/Improvement	26	27.7
Staff Development	26	27.7
At-Risk Students	24	25.5
School Administration/Management	24	25.5
Evaluation/Assessment	23	24.5
Educational Technology	22	23.4
Instructional Effectiveness	20	21.2
School-Community Relations	16	17.0
Adult Education	15	16.0
Early Childhood	14	14.9
Reading/Language Arts	14	14.9
Career/Vocational Education	11	11.7
Basic Skills Performance	10	10.6
Higher Order Thinking Skills	10	10.6
Student Testing/Academic Performance	10	10.6
School Finance	9	9.6
School Climate	8	8.5
Science	7	7.4
School-Business Relations	7	7.4
Social Studies	6	6.4
Teacher Supervision/Evaluation	6	6.4
Mathematics	3	3.2
Other	15	16.0

Note: N=94.

R&D Clients

Respondents were asked to list their organizations' primary clients (maximum of three). Their responses are summarized in Table 4.

Table 4

Clients Identified by Regional R&D Organizations

Client	Number of Respondents	Percent of Respondents
Local Education Agencies (schools, school districts, and personnel)	86	91.5
State Education Agencies	35	37.2
Private/Parochial Schools	30	31.9
Post-Secondary Education Institutions	27	28.7
Intermediate Service Agencies	25	26.6
Business and Industry	19	20.2
Professional Associations	16	17.0
Other	16	17.0

Note: N=94.

Over 90 percent of the 1989 organizations indicated service to public schools as a primary activity. State education agencies and private/parochial schools were listed as clients by approximately one-third of the respondents. Other frequently cited clients were post-secondary education institutions and intermediate service agencies. Other types of clients (e.g., professional associations, business and industry) were served in much fewer numbers. These results are consistent with the 1988 directory findings.

R&D Organization Size

R&D organizations were asked to indicate the number of full-time and part-time staff they employed. Table 5 presents these data.

Table 5

Size of Regional R&D Organizations' Professional Staff

Number of Employees	Full-Time Number	Full-Time Percent	Part-Time Number	Part-Time Percent
Unknown	2	2.1	2	2.1
0	10	10.6	34	36.2
Less than 10	37	39.4	39	41.5
10 to 20	17	18.1	9	9.6
More than 20	28	29.8	10	10.6

Note: N=94.

Half of the organizations had fewer than 10 professionals on the staff full-time. Approximately 18 percent employed 10 to 20 professionals full-time, and another 30 percent employed more than 20 professionals full-time. Most of the responding R&D organizations relied very little on part-time professional staff. Almost 80 percent had less than 10 part-time professionals on staff. Clearly, the vast majority of regional R&D organizations are relatively small agencies with limited resources available to clients. These data are consistent with the 1988 directory.

Costs of R&D Services

Table 6 summarizes the costs of services reported by responding organizations.

Table 6

Cost of Services of Regional R&D Organizations

Costs	Number of Respondents	Percent of Respondents
Variable Costs	34	36.2
Fees Based on Cost Recovery	26	27.7
Set Fees	22	23.4
Membership Dues	19	20.2
Free to Eligible Clients	18	19.1
Free to All Clients	9	9.6

Note: N=94.

Costs for services varied depending on the service for over a third of the responding organizations. Approximately one-fourth based their fees on cost recovery or established set fees. One-fifth provided services free to eligible clients while less than 10 percent provided services free to all clients. One-fifth relied on membership dues. A large proportion relied on multiple cost formulas. These data are consistent with information provided in the 1988 directory.

Summary

In summary, the general profile of R&D resources in the region presented in earlier reports again was confirmed by FY 89 work. R&D centers, either based at institutions of higher education or independently operated, were the primary providers of service with local education agencies being the primary clients. Private and parochial schools and state education agencies also appeared frequently as clients. The most frequent services were presentations/conferences/workshops, publications/dissemination, staff development, and development. The most frequent primary areas of expertise were school effectiveness/improvement, staff development, at-risk students, school administration/management, evaluation/assessment, and educational technology. The majority of the organizations have fewer than 10 full-time or 10 part-time professional staff. Most organizations used multiple fee schedules to charge for services.

II. HOW TO USE THIS DIRECTORY

The main body of this directory is comprised of those public and private organizations identified in the 1989 survey. In addition to those organizations responding to the survey, also included are the names, addresses, and telephone numbers of public information officers at each of the state departments of education in the Mid-Atlantic region, a list of intermediate service agencies and contact persons in New Jersey and Pennsylvania, and the Educational Resources and Information Center (ERIC) Clearinghouses located throughout the nation.

The heart of the directory remains, however, the regional educational resource organizations. These are listed in alphabetical order, without regard to geographic location. A resume is provided for each organization consisting of the following information: name, address, telephone number, and contact person; year founded; type of agency; services offered; areas of expertise; client groups; information about costs for services; staff size; and a brief written description of the agency, its focus and workscope, activities, and services.

The directory is searchable in a number of ways. An alphabetical index of organizations appears on pages 23-26 and may be used to quickly locate an agency already known by name. Organizations also have been indexed by the primary services they offer and their primary areas of expertise. For example, under Program Assessment/Evaluation in the Primary Service Index there is a list of page numbers on which organizations offering such services can be located. Complete listings of primary services and primary areas of expertise are located on pages 121 and 122 respectively.

III. STATE DEPARTMENTS OF EDUCATION

There is tremendous variety among the state departments of education in the Mid-Atlantic region in their organization, the types of services provided, and their relationships to local school districts. Collecting uniform and complete information for each state is not possible. The directory instead has identified a contact person for each department -- the first stop for a practitioner seeking information from or about state departments of education.

Delaware

Ambrose Hagarty
Public Information Officer
Delaware Department of Public Instruction
P. O. Box 1402
Dover, DE 19903
(302) 736-4629

District of Columbia

Patricia Lamb
Deputy Director for Communications
Public Information Officer
415 12th Street, N.W.
Washington, DC 20004
(202) 724-4044

Maryland

Curt Matthews
Director of Public Information and Publications
Maryland Department of Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 333-2205

New Jersey

Lenore Greenburg
Director of Public Information
New Jersey State Department of Education
CN500
Trenton, NJ 08625
(609) 292-4040

Pennsylvania

Tim Potts
Public Information Officer
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-9809

IV. INTERMEDIATE SERVICE AGENCIES

Intermediate service agencies often provide R&D services to local school districts. In New Jersey and Pennsylvania, these agencies represent important R&D providers and so they are listed by state below. Delaware, District of Columbia, and Maryland do not have such agencies.

New Jersey

Learning Resource Centers. Sponsored by the New Jersey State Department of Education, Division of Special Education, the Learning Resource Centers (LRCs) offer a range of information services, materials, training, technical assistance, and consultation services to educators and parents of special education students in the state.

Learning Resource Center - Central
Patricia Holcomb
Manager
200 Old Matawan Road
Old Bridge, NJ 08857
(201) 390-6038/6039

Learning Resource Center - Northern Satellite
Carol Novick
Manager
322 America Road
Morris Plains, NJ 07950
(201) 539-0331/0337

Learning Resource Center - North
(Manager - vacant)
240 S. Harrison St.
East Orange, NJ 07018
(201) 266-8665, ext. 211

Learning Resource Center - South
Barbara Haubrick
Manager
700 Holly Dell Court
Sewell, NJ 08080
(609) 582-7000, ext 165

Regional Curriculum Services Units. The Regional Curriculum Service Units (RCSUs) function as the intermediate level support/field agencies of the New Jersey State Department of Education. Each unit serves a seven-county region, focusing primarily on major curriculum initiatives. Services provided include training, consultation, networking, brokering, and pilot projects. Training activities are primarily offered on multiple district bases. Consultation services are provided to those who wish to implement training on a building/district-wide level. Consultation services may also be accessed through the offices of the County Superintendent of Schools. Topic areas currently addressed include the major subject disciplines, computers, planning, evaluation, curriculum development/alignment processes, disruptive youth, special education, drug and alcohol abuse, and nutrition education.

Regional Curriculum Services
Unit - Central
Elliot Solomon
Director
75 Racetrack Road
East Brunswick, NJ 08816
(201) 390-6030

Regional Curriculum Services
Unit - South
Audrey Shaffer
Manager
RD #5, Box 635
Williamstown, NJ 08094
(609) 629-3133

Regional Curriculum Services
Unit - North
Robert Osak
Director
15 South Munn
East Orange, NJ 07017
(201) 266-8660

Pennsylvania

Intermediate Units. Intermediate units in Pennsylvania are part of the governance structure of public education in the Commonwealth. They operate at a level between the state education agency and the local school districts, and primarily provide services to local school districts that can be operated more effectively and efficiently on a regular basis. Intermediate units also have been given the responsibility of providing programs/services to students attending the nonpublic schools in their regional area. The majority of the programs offered by intermediate units are supported by federal or state allocations, with some programs and services funded by local school district contributions.

Washington Intermediate Unit 1
Harry J. Brownfield
Executive Director
1148 Wood Street
California, PA 15419
(412) 938-3241

Pittsburgh-Mt. Oliver
Intermediate Unit 2
Mary F. Stoeckinger
Assistant Executive Director
341 S. Bellefield Avenue
Pittsburgh, PA 15213
(412) 622-3865

Allegheny Intermediate Unit 3
Edgar J. Holtz
Executive Director
200 Commerce Court Building
Pittsburgh, PA 15219
(412) 394-5700

Midwestern Intermediate Unit 4
Gary L. Miller
Executive Director
Maple Street
Grove City, PA 16127
(412) 458-6701

Pennsylvania

Intermediate Units (cont'd)

Northwest Tri-County Intermediate Unit 5
John A. Leuenberger
Executive Director
252 Waterford Street
Edinboro, PA 16412
(814) 734-5610

Clarion Manor Intermediate Unit 6
Arnold Hillman
Executive Director
RD 2, Greencrest Drive
Shippenville, PA 16254
(814) 226-7103

Westmoreland Intermediate Unit 7
R. Gene Malarbi
Director
222 E. Pittsburgh Street
Greensburg, PA 15601
(412) 836-2460

Appalachia Intermediate Unit 8
Joseph Tarris
Executive Director
119 Park Street
Ebensburg, PA 15931
(814) 472-7690

Seneca Highlands Intermediate Unit 9
Frank A. Rackish
Director
119 Mechanic Street
Smethport, PA 16749
(814) 887-5512

Tuscarora Intermediate Unit 11
Dale E. Heller
Executive Director
R.D. 1, Box 70a
McVeytown, PA 17051
(814) 542-2501

Lincoln Intermediate Unit 12
Dr. Robert Piatt
Executive Director
P.O. Box 70
New Oxford, PA 17350
(717) 624-4616

Lancaster Lebanon Intermediate Unit 13
Harry T. Zechman
Executive Director
1110 Enterprise Road
E. Petersburg, PA 17520
(717) 569-7331

Berks County Intermediate Unit 14
Roger S. Hertz
Executive Director
2900 St. Lawrence Avenue
Reading, PA 19606
(215) 779-7111

Capital Area Intermediate Unit 15
John E. Nagle
Assistant Executive Director
26 North Ninth Street
Lemoyne, PA 17043
(717) 761-5230

Pennsylvania

Intermediate Units (cont'd)

Central Intermediate Unit 10
Nancy Robbins
Executive Director
RD #1, Box 374
West Decatur, PA 16878
(814) 342-0884

Blast Intermediate Unit 17
Clair A. Goodman
Executive Director
469 Hepburn Street
Williamsport, PA 17701
(717) 323-8561

Luzerne Intermediate Unit 18
Thomas O'Donnell
Executive Director
368 Tioga Avenue
Wilkes Barre, PA 18704
(717) 287-9681

Northeastern Intermediate Unit 19
Paul Bebla
Executive Director
120 Monahan Avenue
Dunmore, PA 18512
(717) 344-9200

Colonial Northhampton Intermediate Unit 20
John A. Abbruzzese
Assistant Executive Director
299 Industrial Park Road
P.O. Box 179
Nazareth, PA 18064
(215) 759-7600

Central Susquehanna Intermediate Unit 16
Patrick F. Toole
Director
P.O. Box 213
Lewisburg, PA 17837
(717) 523-1155

Montgomery County Intermediate Unit 23
Dennis Harken
Executive Director
Montgomery & Paper Mill Road
Erdenheim, PA 19118
(215) 223-9550

Chester County Intermediate Unit 24
John K. Baillie
Executive Director
1530 E. Lincoln Highway
Coatesville, PA 19320
(215) 935-9710

Delaware County Intermediate Unit 25
Almon H. Wilson
Executive Director
State Building
6th & Olive Streets
Media, PA 19063
(215) 565-4880

Beaver Valley Intermediate Unit 27
Frances Matika
Executive Director
225 Center Grange Road
Aliquippa, PA 15001
(412) 774-7800

Carbon-Lehigh Intermediate Unit 21
Jerry Stout
Executive Director
2370 Main Street
Schnecksville, PA 18078
(215) 799-4111

Bucks County Intermediate Unit 22
William A. Vantine
Executive Director
Doylestown Corp. Center
Route 611 and 313
Doylestown, PA 18901
(215) 348-2940

Armstrong-Indiana Intermediate Unit 28
Thomas P. Carey
Director
Route 422 (P.O. Box 175)
Shelocta, PA 15774
(412) 354-3111

Schuylkill Intermediate Unit 29
Ralph W. Morgan
Assistant Executive Director
Box 130
Marlin, PA 17951
(717) 544-4737

Special Education Regional Resource Centers. The Pennsylvania Special Education Regional Resources Centers (SERRC) are funded by the Pennsylvania Department of Education, Bureau of Special Education, for the express purpose of providing information, instructional media and materials, training, and technical assistance to teachers, administrators, and others involved in the education of exceptional children. Services include loans of instructional materials, equipment, films and videos; dissemination of bibliographic information; computer laboratory services, and training programs and workshops. In addition to the above services, the Central SERRC maintains an Assistive Devices Center, and the Eastern SERRC maintains the Pennsylvania Resources and Information Center for Special Education (PRISE), which offers information to special educators and support personnel working with students with individualized education plans. PRISE information resources include computerized data bases covering program and curriculum topics, computers and software applications, legislation, instructional management and techniques, and an extensive collection of books, journals, indices, tests, and other documents.

Special Education Regional Resource Center/Central (serves IUs 8-17, 29)
Roland Hahn
Director
150 South Progress Avenue
Harrisburg, PA 17109
(717) 657-5840

Special Education Regional Resource Center/Eastern (serves IUs 18-26)
Marianne Price
Director
200 Anderson Road
King of Prussia, PA 19406
(215) 265-7321

Special Education Regional Resource Center/Western (serves IUs 1-7, 27, 28)
Bonnie Minick
5347 William Flynn
Gibsonia, PA 15044
(412) 961-0294

V. EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) CLEARINGHOUSES

Educational Resources Information Center (ERIC) is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, DC and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible clearinghouse or from the source listed in the citation. The 16 clearinghouses are listed below by education areas they address.

Adult, Career and Vocational Education

Ohio State University
National Center for Research in
Vocational Education
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

Counseling and Personnel Services

University of Michigan
School of Education, Room 2108
Ann Arbor, MI 48109
(313) 764-9492

Educational Management

University of Oregon
1787 Agate Street
Eugene, OR 97403
(503) 686-5043

Elementary and Early Childhood Education

University of Illinois
College of Education
805 West Pennsylvania Avenue
Urbana, IL 61801
(217) 333-1386

Handicapped and Gifted Children

Council for Exceptional
Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

Higher Education

George Washington University
One Dupont Circle, N.W.
Suite 630
Washington, DC 20036
(202) 296-2697

Information Resources

Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, NY 13210
(315) 423-3640

Junior Colleges

University of California,
Los Angeles
Math Sciences Building
Room 8118
405 Hilgard Avenue
Los Angeles, CA 90024
(213) 825-3931

Languages and Linguistics

Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, DC 20007
(202) 298-9292

Reading and Communication Skills

Indiana University
Smith Research Center
2805 E. 10th Street
Bloomington, IN 47405
(812) 332-0211

Rural Education and Small Schools

Appalachia Education Laboratory
P.O. Box 1348
Charleston, WV 25325
(304) 347-0400

Science, Mathematics and Environmental Education

Ohio State University
1200 Chambers Road, Room 310
Columbus, OH 43212
(614) 422-6717

Social Studies/Social Science Education

Social Studies Development Center
Indiana University
2805 E. 10th Street
Bloomington, IN 47405
(812) 335-3838

Teacher Education

American Association of Colleges for Teacher Education
One Dupont Circle, N.W.
Suite 610
Washington, DC 20036
(202) 293-3838

Tests, Measurement, and Evaluation

American Institutes for Research
1055 Thomas Jefferson St., N.W.
Washington, DC 20007
(202) 342-5060

Urban Education

Teachers College
Columbia University
Institute for Urban and Minority Education
Box 40
525 West 120th Street
New York, NY 10027
(212) 678-3433

VI. REGIONAL EDUCATIONAL RESOURCE ORGANIZATIONS

American Association for Adult and Continuing Education 27

American Association of Physics Teachers 28

American Association of School Administrators 29

American Association of Teachers of German 30

American Chemical Society, Education Division 31

American Council for Drug Education 32

American Educational Research Association 33

American Institutes for Research 34

American Political Science Association 35

Aspira Association, Inc. 36

Association for Children and Adults with Learning Disabilities 37

Association for Supervision and Curriculum Development 38

Bloomsburg University, College of Professional Studies 39

Carnegie-Mellon University, College of Humanities and Social Sciences 40

The Center for Literacy, Inc. 41

Center for Research Into Practice 42

Children's Defense Fund 43

Clarion University of Pennsylvania, College of Education and Human Services 44

Clarion University of Pennsylvania, Information Technology for the Commonwealth 45

Clarion University of Pennsylvania, Pennsylvania Science Teacher Education Program 46

Council for Basic Education 47

Council for Elementary Science International 48

Council of Chief State School Officers 49

The Council of the Great City Schools 50

Council on Economic Education in Maryland 51

Delaware Association of School Administrators 52

Delaware School Boards Association 53

District of Columbia Leadership in Educational Administration Development Center 54

East Central Curriculum Coordination Center 55

East Stroudsburg University, Center for School Services 56

Edinboro University of Pennsylvania, Institute for Research and Community Services 57

Educational Information and Resource Center 58

Educational Testing Service 59

Educational Testing Service, Test Collection 60

Fairleigh Dickinson University, Bilingual Education Skills and Training Center 61

Gallaudet University, Center for Assessment and Demographic Studies 62

Gannon University, Center for Economic Education 63

Georgetown University, Bilingual Education Service Center 64

Howard University, School of Education 65

Indiana University of Pennsylvania, College of Education 66

The Institute for Educational Leadership 67

International Reading Association 68

Johns Hopkins University, Center for Social Organization of Schools 69

Johns Hopkins University, Center for Talented Youth 70

Kean College of New Jersey 71

Kutztown University, College of Education 72

Lincoln University, Education Department 73

Mansfield University, Division of Community Services and Graduate Studies 74

Maryland Association of Boards of Education 75

Maryland Leadership in Educational Administration Development Center 76

Mid-Atlantic Equity Center 77

Montclair State College, Institute for the Advancement of Philosophy for Children 78

National Alliance of Black School Educators, Inc. 79

National Association of State Directors of Special Education 80

National Center on Child Abuse and Neglect 81

National Clearinghouse for Alcohol and Drug Information 82

National Committee for Citizens in Education 83

National Council for the Social Studies 84

National Institute for Work and Learning 85

New Jersey Association for Supervision and Curriculum Development 86

New Jersey Leadership in Educational Administration Development Center 87

New Jersey School Boards Association 88

New York University, Metropolitan Center for Education, Research and Development 89

Northeast Curriculum Coordination Center for Vocational and Technical Education 90

Pennsylvania Association of School Administrators 91

Pennsylvania Leadership in Educational Administration Development Center 92

Pennsylvania Science Teachers Association 93

Pennsylvania State Education Association 94

Pennsylvania State University, The Pennsylvania School Study Council 95

Research and Information Services for Education 96

Research Associates of Washington 97

Research for Better Schools, Inc. 98

Rutgers University, Center for Policy Research in Education 99

Salisbury State University, School of Education 100

Seton Hall University, Office of Continuing Professional Education 101

Shenango Valley Urban League, Inc. 102

Smithsonian Institution, Office of Elementary and Secondary Education 103

Teachers of English to Speakers of Other Languages 104

Temple University, The Center for Research in Human Development and Education 105

Temple University, Measurement and Research Center 106

Temple University, National Center for the Study of Corporal Punishment and Alternatives in the Schools 107

University of Delaware, Center for Economic Education 108

University of Delaware, Center for Educational Leadership and Evaluation 109

University of Maryland Baltimore County Campus, Center for Educational Research and Development 110

University of Maryland, Center for Instructional Development and Evaluation 111

University of Maryland College Park Campus, Center for Educational Research and Development 112

University of Maryland College Park Campus, Institute for Child Study 113

University of Pennsylvania, Center for School Study Councils 114

University of Pennsylvania, Literacy Research Center 115

University of Pittsburgh, Institute for Practice and Research in Education 116

University of Pittsburgh, Tri-State Area School Study Council 117

Vocational Research Institute 118

Widener University, Office of Evaluation Research 119

Wilkes College, Regional Computer Resource Center 120

AMERICAN ASSOCIATION FOR ADULT AND CONTINUING EDUCATION

1112 16th Street, N.W.
Suite 420
Washington, DC 20036

(202) 463-6333

YEAR FOUNDED: 1982

CONTACT PERSON: Jeanette E. Smith

AGENCY TYPE: National Professional Association

SIZE OF PROFESSIONAL STAFF: 8 Full-time

SERVICES:	Development Needs Assessment Program Assessment/Evaluation Presentations/Conferences/Workshops Publications/Dissemination	EXPERTISE:	Adult Education
COSTS:	Membership Dues Variable Costs for Other Services	CLIENTS:	Local Public Education Agencies Post-Secondary Education Institutions Business/Industry

---

The American Association for Adult and Continuing Education (AAACE) is a national advocacy group that works with educators, legislators and the public to promote research and support for adult and continuing education. AAACE also sponsors workshops, seminars, and several publications, and disseminates program and instructional material.

AMERICAN ASSOCIATION OF PHYSICS TEACHERS

5112 Berwyn Road
College Park, MD 20740

(301) 345-4200

YEAR FOUNDED: 1930

CONTACT PERSON: Jack M. Wilson, Executive Officer

AGENCY TYPE: National Professional Association

SIZE OF PROFESSIONAL STAFF: 20 Full-time

SERVICES: Presentations/Conferences/Workshops
Publications/Dissemination

EXPERTISE: Educational Technology
Post-Secondary Education
Science

COSTS: Membership Dues

CLIENTS: Local Public Education Agencies
Private/Parochial Schools
Post-Secondary Education Institutions

The American Association of Physics Teachers (AAPT) is an organization of over 10,000 university, college, two-year college, and high school teachers, students and friends. Founded in 1930, AAPT is dedicated to advancing the teaching of physics and furthering the role of physics in our culture. Membership in AAPT brings many benefits, including periodicals, group insurance, regional meetings, and educational information. Two national meetings per year provide the opportunity for members to contribute papers, hear invited speakers, and share ideas. AAPT currently recognizes many outstanding physicists through its various awards program. AAPT also maintains an extensive collection of products designed to aid physics teachers and students.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

1801 N. Moore Street
Arlington, VA 22209

(703) 528-0700

YEAR FOUNDED: 1865

CONTACT PERSON: Gary Marx, Associate Executive Director

AGENCY TYPE: National Professional Association

SIZE OF PROFESSIONAL STAFF: 60 Full-time 5 Part-time

SERVICES:
- Management
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research
- Staff Development

EXPERTISE:
- At-Risk Students
- Instructional Effectiveness
- School Administration/Management
- School-Community Relations
- School Effectiveness/Improvement

COSTS:
- Membership Dues
- Variable Costs for Other Services

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies
- State Education Agencies

The American Association of School Administrators (AASA) is a professional organization for 18,500 educational leaders. Major activities of the association include national academies and executive development centers for executives, publications designed to increase the knowledge and skills of educational leaders, governmental relations, conferences and minority affairs. Special groups within the organization work to assist administrators in small, rural, suburban, urban and regional school districts. The annual convention provides educational leaders job-related knowledge and skills. The annual legislative conference, held in coordination with the American Association of Educational Service Agencies, brings legislators and administrators together to increase that two-way communication and their effectiveness.

AMERICAN ASSOCIATION OF TEACHERS OF GERMAN

---

112 Haddontowne Court, #104
Cherry Hill, NJ 08034

(609) 663-5264

YEAR FOUNDED: 1928

CONTACT PERSON: Helene Zimmer-Loew, Executive Director

AGENCY TYPE: National Professional Association

SIZE OF PROFESSIONAL STAFF: 1 Full-time 25 Part-time

SERVICES:
- Development
- Planning
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Staff Development

EXPERTISE:
- Higher Order Thinking Skills
- School Administration/Management
- School Effectiveness/Improvement
- Staff Development
- Foreign Languages

COSTS:
- Membership Dues
- Variable Costs for Other Services

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies
- State Education Agencies

The American Association of Teachers of German, Inc. (AATG) is a professional association designed to advance and improve the teaching of the language, literature, and cultures of the German-speaking countries by providing both its members and other educators with educational and professional services; publishing an official journal; encouraging, supporting, and conducting research in the field of German studies; informing the general public of its activities; and cooperating with other professional organizations. The AATG provides services to a broad range of clients including local public education agencies, state education agencies, and institutions of higher education.

AMERICAN CHEMICAL SOCIETY, EDUCATION DIVISION

1155 16th Street, N.W.
Washington, DC 20036

(202) 872-4076

YEAR FOUNDED: 1876

CONTACT PERSON: Sylvia A. Ware, Director, Education Division

AGENCY TYPE: National Professional Association

SIZE OF PROFESSIONAL STAFF: 27 Full-time 3 Part-time

SERVICES:	Development Presentations/Conferences/ Workshops Publications/Dissemination	EXPERTISE:	Adult Education Career/Vocational Education Post-Secondary Education School-Business Relations Science
COSTS:	Membership Dues Variable Costs for Other Services	CLIENTS:	Local Public Education Agencies Post-Secondary Education Institutions Business/Industry

---

The society is a non-profit scientific and educational association of professional chemists and chemical engineers. The society is dedicated to the advancement of chemistry in all its branches, the improvement of chemists' qualifications, and the promotion of scientific interests and inquiry. Annual meetings are held at the local, regional, national and divisional levels and numerous journals, magazines and books are published by ACS. The educational activities of the society include career services, continuing education, evaluation and approval of college chemistry departments, undergraduate affiliate services, high school chemistry programs, and pre-high school science programs.

AMERICAN COUNCIL FOR DRUG EDUCATION

---

204 Monroe Street
Suite 110
Rockville, MD 20850

(301) 294-0600

YEAR FOUNDED: 1977

CONTACT PERSON: Lee Dogoloff, Executive Director

AGENCY TYPE: Non-Profit R&D Agency

SIZE OF PROFESSIONAL STAFF: Not Available

SERVICES:
- Development
- Presentations/Conferences/Workshops
- Publications/Dissemination

EXPERTISE:
- School Climate/Discipline
- School-Community Relations
- Staff Development
- Substance Abuse

COSTS:
- Some Services Free
- Variable Costs for Other Services

CLIENTS:
- Local Public Education Agencies
- Private/Parochial Schools
- Business/Industry

Since its inception in 1977, the American Council for Drug Education, Inc. (ACDE) has been educating the American public about the health hazards associated with the use of marajuana and other psychoactive substances. ACDE believes that an informed public is our nation's best defense against drug abuse. To that end, ACDE develops media campaigns, prepares and publishes educational materials, promotes research, organizes conferences and seminars, reviews scientific findings, and produces films.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

1230 17th Street, N.W.
Washington, DC 20036

(202) 223-9485

YEAR FOUNDED: 1916

CONTACT PERSON: William J. Russell, Executive Officer

AGENCY TYPE: National Professional Association

SIZE OF PROFESSIONAL STAFF: 5 Full-time

SERVICES:
Presentations/Conferences/Workshops
Publications/Dissemination
Research

EXPERTISE: Educational Research

COSTS:
Membership Dues
Set Fees

CLIENTS:
Local Public Education Agencies
Post-Secondary Education Institutions
Individuals

The American Educational Research Association (AERA) is concerned with the improvement of the educational process through the encouragement of scholarly inquiry related to education, the dissemination of research results, and their practical application. AERA represents approximately 14,000 educators; administrators; directors of research, testing, or evaluation in federal, state, and local agencies; counselors; evaluators; graduate students; and behavioral scientists actively concerned with educational research and its application. AERA annually sponsors several programs/meetings designed for the specific interests of the educator and researcher in a broad range of disciplines. AERA regularly publishes five journals; other publications and monographs are periodically available.

AMERICAN INSTITUTES FOR RESEARCH

P.O. Box 1113
Palo Alto, CA 94302

(415) 493-3550

YEAR FOUNDED: 1946

CONTACT PERSON: George W. Bohrnstedt, Vice-President

AGENCY TYPE: Non-Profit R&D Agency

SIZE OF PROFESSIONAL STAFF: 200 Full-time

SERVICES:
- Development
- Program Assessment/Evaluation

EXPERTISE:
- At-Risk Students
- Career/Vocational Education
- Educational Technology
- Post-Secondary Education
- Employment Equity

COSTS: Fees Based on Cost Recovery

CLIENTS:
- Local Public Education Agencies
- Business/Industry

American Institutes for Research (AIR) provides research, training, and technical assistance to federal, state and local educational programs that affect basic skills, gifted and talented students, career education/vocational education, and adult education. AIR develops and disseminates instructional materials and competency-based tests, and conducts evaluative studies. AIR also has developed curricula in social skills, evaluated electronic instructional aids, improved vocational education and work opportunities for the handicapped, and is applying microcomputer technology to the education of the learning disabled. AIR has worked to develop and promote strategies to improve equity and consumer protection at all levels of education, and has worked to eliminate sex stereotyping in career choices. AIR also has broad experience in creating, verifying, maintaining, and extracting data from large-scale, online data bases.

AMERICAN POLITICAL SCIENCE ASSOCIATION

1527 New Hampshire Avenue, N.W.
Washington, DC 20036

(202) 483-2512

YEAR FOUNDED: 1903

CONTACT PERSON: Political Scientists on Staff

AGENCY TYPE: National Professional Association

SIZE OF PROFESSIONAL STAFF: 22 Full-time 1 Part-time

SERVICES:
- Development
- Program Implementation
- Presentations/Conferences/Workshops
- Publications/Dissemination

EXPERTISE:
- Post-Secondary Education
- Political Science

COSTS:
- Membership Dues
- Variable Costs for Other Services

CLIENTS:
- Post-secondary Education Institutions
- High Schools

The American Political Science Association is the major professional organization in the United States whose members are engaged in the study of politics. Founded in 1903, the association provides members with services to facilitate research, teaching, and professional development. In addition to membership privileges and services, the association offers a series of SETUPS (supplementary empirical teaching units in political science) that introduce students to political analysis using the computer, a series of instructional units on women and American politics, and other instructional resources. The association also produces quarterly publications and sponsors professional development and fellowship opportunities.

ASPIRA ASSOCIATION, INC.

1112 16th Street, N.W.
Suite 340
Washington, DC 20036

(202) 835-3600 YEAR FOUNDED: 1961

CONTACT PERSON: Janice Petrovich, Deputy National Executive Director

AGENCY TYPE: Non-Profit R&D Agency

SIZE OF PROFESSIONAL STAFF: 100 Full-time 50 Part-time

SERVICES:	Program Implementation Presentations/Conferences/ Workshops Research	EXPERTISE:	At-Risk Students Basic Skills Performance Career/Vocational Education School-Community Relations School Effectiveness/ Improvement
COSTS:	Free to All Clients	CLIENTS:	Local Public Education Agencies

---

ASPIRA's primary mission is to foster the socioeconomic development of the Latino community. ASPIRA has identified three national goals designed to prepare Hispanic youth to accept their responsibilities as adult leaders in their community. As part of this mission, ASPIRA attempts to increase the access of Hispanic youth to quality education and leadership training through research, pilot programs, and related advocacy projects. In addition, ASPIRA develops the leadership, motivation, and growth of Hispanic youth through counseling, educational, and vocational programs.

ASSOCIATION FOR CHILDREN AND ADULTS WITH LEARNING DISABILITIES

4156 Library Road
Pittsburgh, PA 15234

(412) 341-1515

YEAR FOUNDED: 1964

CONTACT PERSON: Jean Petersen

AGENCY TYPE: Non-Profit R&D Agency

SIZE OF PROFESSIONAL STAFF: 3 Full-time 2 Part-time

SERVICES:	Publications/Dissemination	EXPERTISE:	Post-Secondary Education Special Populations School Law
COSTS:	Free to Eligible Clients Variable Costs for Other Services	CLIENTS:	Professional Associations Post-Secondary Education Institutions Parents

---

The Association for Children and Adults with Learning Disabilities (ACLD) is devoted to defining and finding solutions for a broad spectrum of learning problems. ACLD's major goals are to: encourage research in neuro-psychological and physiological aspects of learning disabilities; stimulate development of early detection programs; create a climate of public awareness and acceptance; disseminate information widely; serve as an advocate; develop and promote legislative assistance; improve regular and special education; and establish career opportunities. ACLD's national headquarters has a resource center of over 500 publications for sale in addition to providing a film rental service. ACLD and its state affiliates also work directly with school systems in planning and implementing programs for early diagnosis as well as remediation in resource and special classroom situations. Because of the relationship of learning disabilities to school drop-out and delinquency, the Adolescent and Young Adult Committee works with educators, correctional authorities and jurists in order to develop comprehensive approaches to the education and employment of learning disabled young adults.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

1250 N. Pitt Street
Alexandria, VA 22314-1403

(703) 549-9110

YEAR FOUNDED: 1943

CONTACT PERSON: Helene Hodges, Director of Research

AGENCY TYPE: National Professional Association

SIZE OF PROFESSIONAL STAFF: 100 Full-time

SERVICES:
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research
- Staff Development

EXPERTISE:
- Early Childhood
- Educational Technology
- Higher Order Thinking Skills
- School Administration/Management
- Teacher Supervision/Evaluation

COSTS:
- Membership Dues
- Variable Costs for Other Services

CLIENTS:
- Local Public Education Agencies
- Private/Parochial Schools

The largest professional leadership organization in education, Association for Supervision and Curriculum Development (ASCD) has more than 80,000 members. ASCD seeks to improve education by increasing leaders' knowledge and skills in the areas of curriculum development, supervision, and instruction. Members receive the professional journal, Educational Leadership, newsletters, a yearbook, and three to five books each year on relevant topics. Members also may purchase ASCD videotapes, other media and professional journals. ASCD sponsors an annual conference and two programs for professional development, the National Curriculum Study Institute and the National Training Center. In addition, ASCD publishes reports of special project groups and conducts a variety of research and information services.

BLOOMSBURG UNIVERSITY, COLLEGE OF PROFESSIONAL STUDIES

Bloomsburg, PA 17815

(717) 389-4005

YEAR FOUNDED: 1970

CONTACT PERSON: Howard K. Macauley, Dean

AGENCY TYPE: Post-Secondary Education Institution

SIZE OF PROFESSIONAL STAFF: 70 Full-time 5 Part-time

SERVICES:
- Development
- Planning
- Program Assessment/Evaluation
- Presentations/Conferences/Workshops
- Staff Development

EXPERTISE:
- Early Childhood
- Educational Technology
- Instructional Effectiveness
- Reading/Language Arts
- School Effectiveness/Improvement

COSTS:
- Some Services Free
- Variable Costs for Other Services

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies
- Private/Parochial Schools

Bloomsburg University is committed to the preparation of beginning teachers of the highest quality. Programs are offered for preparation of teachers for early childhood centers and elementary schools, academic subjects in secondary schools, special education, communication disorders, and business education. In addition, the College of Professional Studies offers a variety of outreach services. For example, the Curriculum Materials Center locates, acquires, catalogs and makes accessible curricular and instructional materials to preservice and inservice teachers. Center resources include elementary and secondary textbooks, curriculum guides, games, instructional materials kits, tests and computer software. In addition, the college's Reading Unit and Speech, Hearing, and Language Clinic both offer diagnostic evaluation, counseling, instruction, and consultation.

CARNEGIE-MELLON UNIVERSITY, COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Pittsburgh, PA 15213

(412) 268-2830

YEAR FOUNDED: 1970

CONTACT PERSON: Stephen E. Fienberg, Dean

AGENCY TYPE: Post-Secondary Education Institution

SIZE OF PROFESSIONAL STAFF: 120 Full-time 35 Part-time

SERVICES: Research

EXPERTISE:
- Evaluation/Assessment
- Higher Order Thinking Skills
- Reading/Language Arts
- Social Studies

COSTS:
- Fees Based on Cost Recovery
- Some Set Fees

CLIENTS:
- Post-Secondary Education Institutions
- Business/Industry

The College of Humanities and Social Sciences emphasizes both traditional fields of graduate study and innovative research perspectives. Students are encouraged to explore the faculty's shared intellectual perspectives, analytical skills and problem-solving strategies. A number of different departments (including English, psychology, social and decision sciences, and statistics) are involved in ongoing research related to learning and education.

THE CENTER FOR LITERACY, INC.

3723 Chestnut Street
Philadelphia, PA 19104

(215) 382-3700

YEAR FOUNDED: 1968

CONTACT PERSON: JoAnn Weinberger, Executive Director

AGENCY TYPE: Non-Profit Adult Literacy Provider

SIZE OF PROFESSIONAL STAFF: 22 Full-time 18 Part-time

SERVICES:
- Development
- Program Implementation
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research

EXPERTISE:
- Adult Education
- Educational Technology
- Evaluation/Assessment
- Basic Literacy - Tutor Training

COSTS:
- Free to Eligible Clients
- Variable Costs for Other Services

CLIENTS:
- Business/Industry
- Community Groups
- Literacy Councils
- Public Libraries

The Center for Literacy's (CFL) basic purpose is to offer free tutoring to the many Philadelphians who lack basic reading and writing skills. As CFL has grown, however, it has branched into other areas of literacy: English as a Second Language (ESL) classes for Hispanic immigrants; literacy research with the University of Pennsylvania; training for managers and tutors of other literacy projects; curriculum development for beginning readers; in-service seminars for tutors, students and literacy providers; and publishing manuals for literacy instruction.

CENTER FOR RESEARCH INTO PRACTICE

1718 Connecticut Avenue, N.W.
Washington, DC 20009

(202) 537-1620

YEAR FOUNDED: 1983

CONTACT PERSON: Joanne Capper

AGENCY TYPE: For-Profit R&D Agency

SIZE OF PROFESSIONAL STAFF: 3 Full-time 3 Part-time

SERVICES:
- Program Assessment/Evaluation
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research
- Technical Assistance

EXPERTISE:
- Educational Technology
- Evaluation/Assessment
- Higher Order Thinking Skills
- Instructional Effectiveness
- Staff Development

COSTS: Set Fees

CLIENTS:
- Local Public Education Agencies
- Professional Associations
- Intermediate Service Agencies
- State Education Agencies

The Center for Research into Practice (CEPR) helps educators keep informed of valuable research findings. CEPR staff review and summarize selected research findings and translate these findings into concrete suggestions for educational practice. CEPR provides this service via quarterly subscriptions and seminars designed to meet individual client needs and interests.

CHILDREN'S DEFENSE FUND

---

122 C Street, N.W.
Washington, DC 20001

(202) 628-8787

YEAR FOUNDED: 1969

CONTACT PERSON: Denise Alston, Senior Education Associate

AGENCY TYPE: Child Advocacy

SIZE OF PROFESSIONAL STAFF: 60 Full-time

SERVICES:
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research
- Staff Development
- Technical Assistance

EXPERTISE: At-Risk Students

COSTS: Free to Eligible Clients

CLIENTS:
- Local Public Education Agencies
- Professional Associations
- Private/Parochial Schools
- State Education Agencies
- Business/Industry

The Children's Defense Fund (CDF) gathers data, publishes reports, and provides information on key issues affecting children, including health, education, child welfare, mental health, child development, adolescent pregnancy prevention, and youth employment. CDF monitors federal and state policies, and provides information, technical assistance, and support to a network of state and local child advocates, organizations, and public officials. CDF also educates thousands of citizens annually about children's needs and responsible policy options for meeting those needs.

CLARION UNIVERSITY OF PENNSYLVANIA, COLLEGE OF EDUCATION AND HUMAN SERVICES

Clarion, PA 16214

(814) 226-2146 YEAR FOUNDED: 1867

CONTACT PERSON: R. Dennis Hetrick

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 75 Full-time 10 Part-time

SERVICES: Needs Assessment
Staff Development
Consultation

EXPERTISE: Educational Technology
Special Populations

COSTS: Variable Costs for Services

CLIENTS: Local Public Education Agencies

The College of Education and Human Services of Clarion University of Pennsylvania provides a wide range of services to school districts, primarily in the areas of needs assessment and staff development. Programs and collaborative efforts typically are the result of college solicitations to local district personnel, though the college also is prepared to respond to direct requests from these districts. In areas of staff development, college faculty design and deliver inservice programs or credit courses that focus directly on district need and context. Areas of expertise indicated above reflect only current activities; the college is prepared to provide similar services in all other areas in which its faculty has expertise.

CLARION UNIVERSITY OF PENNSYLVANIA, INFORMATION TECHNOLOGY EDUCATION FOR THE COMMONWEALTH

Clarion, PA 16214

(814) 226-2557

YEAR FOUNDED: 1984

CONTACT PERSON: Lynne Kepler, Assistant Director

AGENCY TYPE: State Legislated Grant Program

SIZE OF PROFESSIONAL STAFF: 20 Full-time 100 Part-time

SERVICES:
- Presentations/Conferences/Workshops
- Staff Development
- Technical Assistance
- Inservice Graduate Courses

EXPERTISE:
- Educational Technology
- Instructional Effectiveness

COSTS OF SERVICES: Free to all clients

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies
- Private/Parochial Schools

Information Technology Education for the Commonwealth (ITEC) is a recent program created to improve microcomputer education in Pennsylvania schools. There are two main components of ITEC -- teacher education and software/courseware grants for schools. ITEC offers schools at fourteen regional computer resource centers (RCRCs) the following assistance: teacher training in microcomputers, assistance in designing computer-oriented curricula, evaluation of proposals for upgrading computer instruction in schools, computer hardware loans to nonpublic schools, and software preview libraries.

CLARION UNIVERSITY OF PENNSYLVANIA, PENNSYLVANIA SCIENCE TEACHER EDUCATION PROGRAM

Clarion, PA 16214

(814) 226-2487

YEAR FOUNDED: 1983

CONTACT PERSON: Bruce Smith, Assistant Director

AGENCY TYPE: Grant Program Funded by PHEAA

SIZE OF PROFESSIONAL STAFF: 4 Full-time 20 Part-time

SERVICES:
- Development
- Presentations/Conferences/Workshops
- Staff Development
- Inservice Graduate Courses

EXPERTISE:
- Basic Skills Performance
- Educational Technology
- Evaluation/Assessment
- Instructional Effectiveness
- Science

COSTS: Free to All Clients

CLIENTS:
- Local Public Education Agencies
- Private/Parochial Schools

The Pennsylvania Science Teacher Education Program (PA STEP) is designed to upgrade the skills of practicing teachers and school administrators in Pennsylvania. A network of approximately 25 colleges, universities, and intermediate units serve as PA STEP sites, offering courses related to classroom implications for microcomputers or "hands-on" investigations in elementary school science. Leadership training and inservice programs also are offered.

COUNCIL FOR BASIC EDUCATION

---

725 15th Street, N.W.
Washington, DC 20005

(202) 347-4171

YEAR FOUNDED: 1950

CONTACT PERSON: Jeffrey Wells

AGENCY TYPE: Non-Profit R&D Agency

SIZE OF PROFESSIONAL STAFF: 9 Full-time 4 Part-time

SERVICES:	Development Program Assessment/Evaluation Publications/Dissemination Staff Development	EXPERTISE:	Basic Skills Performance Mathematics Reading/Language Arts Science Student Testing/Academic Performance
COSTS:	Set Fees	CLIENTS:	Local Public Education Agencies Intermediate Service Agencies Business/Industry

---

For over thirty years, the Council for Basic Education (CBE) has insisted that the first priority of American schools should be a sound education in the liberal arts, not just for a favored few, but for all children. The council comprises a nationwide association of educators, parents, corporations, foundations, policymakers, and other citizens committed to strengthening the teaching and learning of the basic academic disciplines of English, foreign languages, history, mathematics, science and the arts. CBE works closely with school districts to devise new programs and to provide analysis of need and sound advice on how best to strengthen the teaching and learning of the a basic academic disciplines. Activities include CBE's Mathematics and Science Institutes, the Writing to Learn staff development program, Humanities Institutes, and Action for Better City Schools (Project ABCs).

COUNCIL FOR ELEMENTARY SCIENCE INTERNATIONAL

---

c/o National Science Teachers Association
1742 Connecticut Avenue, N.W.
Washington, DC 20009

(202) 328-5800

YEAR FOUNDED: 1905

CONTACT PERSON: Phyllis Marcuccio

AGENCY TYPE: National Professional Association

SIZE OF PROFESSIONAL STAFF: Volunteer 9 Member Board

SERVICES:
- Development
- Presentations/Conferences/Workshops
- Publications/Dissemination

EXPERTISE:
- At-Risk Students
- School-Community Relations
- Student Motivation and Interest
- Teaching Techniques/Classroom Management

COSTS:
- Some Services Free
- Variable Costs for Other Services

CLIENTS:
- Local Public Education Agencies
- Private/Parochial Schools
- Individual Teachers & Principals

The Council for Elementary Science International (CESI) is dedicated to providing services and professional leadership in elementary school science. The objectives and purposes of CESI are to stimulate, improve, and coordinate science teaching at all levels of the elementary school and to promote the improvement of integrated K-12 science programs. For both members and nonmembers, CESI makes available information resources, instructional materials and programs, and activities aimed at developing excellence in elementary science teaching. CESI produces source books containing classroom tested activities, monographs, occasional papers on specific educational topics and a quarterly newsletter.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

---

400 N. Capitol Street, N.W.
Suite 379
Washington, DC 20001

(202) 393-8161

YEAR FOUNDED: 1927

CONTACT PERSON: Jay P. Goldman, Public Information Officer

AGENCY TYPE: National Professional Association

SIZE OF PROFESSIONAL STAFF: 40 Full-time

SERVICES:
- Development
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research
- Technical Assistance

EXPERTISE:
- At-Risk Students
- Early Childhood
- Evaluation/Assessment
- Community Education
- School/College Collaboration

COSTS: Free to Eligible Clients

CLIENTS: State Education Agencies

The Council of Chief State School Officers (CCSSO) is a nationwide non-profit organization of the 57 public officials who head departments of elementary and secondary education in every state and extra-state jurisdiction. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public. Through its structure of standing and special committees, the council responds to a broad range of concerns about education issues. CCSSO appoints federal liaison representatives and operates the Office of Federal/State Relations, the Resource Center on Educational Equity, the State Education Assessment Center, the Office of International Education, the Study Commission, and the National Teacher of the Year program. CCSSO creates and coordinates seminars, educational travel, and study programs that offer many opportunities for the professional growth and development of chief state school officers and their management teams. In addition, CCSSO sponsors a wide range of publications on pertinent education issues.

THE COUNCIL OF THE GREAT CITY SCHOOLS

1413 K Street, N.W., Suite 400
Washington, DC 20005

(202) 371-0163

YEAR FOUNDED: 1961

CONTACT PERSON: Jacquelin Dennis, Media and Public Information Specialist

AGENCY TYPE: National Professional Association

SIZE OF PROFESSIONAL STAFF: 7 Full-time 2 Part-time

SERVICES:
- Development
- Management
- Needs Assessment
- Planning
- Program Assessment/Evaluation

EXPERTISE:
- At-Risk Students
- Career/Vocational Education
- Early Childhood
- Educational Technology
- Special Education

COSTS: Membership Dues

CLIENTS:
- Local Public Education Agencies
- Urban Educators
- Researchers

The Council of the Great City Schools is a membership organization composed of 45 of the largest urban public school districts in the country. The council's purpose is to promote the improvement of education in its member schools through research, legislative advocacy, and other appropriate activities. The council also promotes communication at several levels: among member school districts, between member districts and other school systems, and among members and legislators and government officials who determine national educational policy directions.

COUNCIL ON ECONOMIC EDUCATION IN MARYLAND

Towson State University
Towson, MD 21204

(301) 321-2137

YEAR FOUNDED: 1953

CONTACT PERSON: Carol Adams, Executive Director

AGENCY TYPE: Non-Profit R&D Agency

SIZE OF PROFESSIONAL STAFF: 2 Full-time 14 Part-time

SERVICES:
- Development
- Program Assessment/Evaluation
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Staff Development

EXPERTISE: Economic Education K-12

COSTS: Free to All Clients

CLIENTS:
- Local Public Education Agencies
- Private/Parochial Schools

The Council on Economic Education in Maryland was established in 1953 as a non-profit, non-partisan educational organization whose purpose is to improve the quality and increase the quantity of economic education delivered to Maryland's elementary and secondary school children. With its network of nine centers for economic education, it provides curriculum consultation, teacher training, and instructional materials for the state's public and nonpublic school systems, with funding provided by the state and the private sector. The staff also is available to work with preservice teacher education at the state's colleges and universities.

DELAWARE ASSOCIATION OF SCHOOL ADMINISTRATORS

9E Loockerman Street
Suite 312 - Treadway Towers
Dover, DE 19901

(302) 674-0630

YEAR FOUNDED: 1969

CONTACT PERSON: Joseph Parlett, Executive Director

AGENCY TYPE: State Professional Association

SIZE OF PROFESSIONAL STAFF: 2 Full-time

SERVICES:
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Staff Development
- Lobbying
- Legal Assistance

EXPERTISE:
- School Administration/Management
- School-Community Relations

COSTS:
- Membership Dues
- Variable Costs for Other Services

CLIENTS:
- Local Public Education Agencies
- State Education Agencies

The Delaware Association of School Administrators (DASA) is the professional society of executives who direct the operation of the public schools in Delaware. DASA serves as a communications and professional development organization to keep its members abreast of developments in the profession. The association serves as an education advocacy group and lobbying organization. In addition, DASA provides defense services and other assistance to members involved in legal actions.

DELAWARE SCHOOL BOARDS ASSOCIATION

P.O. Box 1277
Dover, DE 19903

(302) 678-2265

YEAR FOUNDED: 1946

CONTACT PERSON: Ann Case, Executive Director

AGENCY TYPE: State Professional Association

SIZE OF PROFESSIONAL STAFF: 1 Full-time

SERVICES:
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research
- Boardmanship Development

EXPERTISE:
- School Administration/Management
- School-Community Relations
- School Finance
- Teacher Supervision/Evaluation

COSTS: Membership Dues

CLIENTS:
- Local Public Education Agencies
- School Board Members

Delaware School Boards Association is a member of the family of state board associations which now exist in nearly every state of the union. The Delaware association was organized in 1946 and became a member of the national association in 1952. The association's purpose is to encourage and foster utility of thought and action of school boards and to further the educational interests of the state. A principal function of the association is the study of school needs along with the proposal and/or support of legislation to provide for them. Through the association, Delaware school boards are becoming more involved in planning legislation for the public schools.

DISTRICT OF COLUMBIA LEADERSHIP IN EDUCATIONAL ADMINISTRATION DEVELOPMENT CENTER

District of Columbia Public Schools
Office of the Superintendent
415 12th St., N.W.
Washington, D.C. 20024

(202) 724-4223 YEAR FOUNDED: 1987

CONTACT PERSON: Cecile Middleton

AGENCY TYPE: LEAD Center

SIZE OF PROFESSIONAL STAFF: 1 Full-time 2 Part-time

SERVICES:	Management Presentations/Conferences/Workshops Research Staff Development Technical Assistance	EXPERTISE:	Instructional Effectiveness School Administration/Management School Effectiveness/Improvement Staff Development
COSTS:	Free to Eligible Clients Fees Based on Cost Recovery	CLIENTS:	Local Public Education Agencies

---

The District of Columbia Leadership in Educational Administration Development (LEAD) Center focuses on the improvement of students by broadening the experiences of persons who manage schools, regions, and divisions. The major program objectives are to enhance the instructional supervision skills of school-level administrators, improve the managerial skills of school-based administrators, develop a preservice administrative internship that will identify and train potential leaders, and improve the competencies of school-based administrators in the implementation of the "effective schools" methodology.

EAST CENTRAL CURRICULUM COORDINATION CENTER

---

c/o Sangamon State University, F-2
Springfield, IL 62794-9243

(217) 786-6375

YEAR FOUNDED: 1971

CONTACT PERSON: Ruth Patton, Assistant to Director

AGENCY TYPE: Regional Curriculum Resource Center

SIZE OF PROFESSIONAL STAFF: 3 Full-time

SERVICES:
Presentations/Conferences/Workshops
Publications/Dissemination
Staff Development
Technical Assistance

EXPERTISE:
Career/Vocational Education
Vocational Education Curriculum Resources

COSTS: Free to All Clients

CLIENTS:
Public Education Agencies
Post-Secondary Education Institutions
State Education Agencies

The East Central Network for Curriculum Coordination is a federally funded unit providing a wide range of information resources and technical assistance to career and vocational educators in the east central region of the U.S., including Delaware, Maryland, Pennsylvania, and the District of Columbia. The network offers training and staff development, curriculum materials, and assistance in planning, implementing, and evaluating career/vocational education programs. (For the center serving educators in New Jersey, see Northeast Curriculum Coordination Center for Vocational and Technical Education.)

EAST STROUDSBURG UNIVERSITY, CENTER FOR SCHOOL SERVICES

East Stroudsburg, PA 18301

(717) 424-3680

YEAR FOUNDED: Not Available

CONTACT PERSON: Donald R. Bortz

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 250 Full-time

SERVICES:	Development Needs Assessment Planning Program Assessment/Evaluation Staff Development	EXPERTISE:	Early Childhood Educational Technology School Climate/Discipline Staff Development Student Motivation and Interest
COSTS:	Set Fees	CLIENTS:	Local Public Education Agencies Private/Parochial Schools

---

The Center for School Services (CSS) of East Stroudsburg University (ESU) acts as a liaison to provide university services to regional educators in four areas of expertise -- needs assessment, affective education, inservice, and international education. CSS initiated a needs assessment program in 1974 through a federal grant. The program has been used with more than 100 school districts throughout the Commonwealth. CSS will cooperate in scheduling regional affective education programs by providing an instructor, films, materials, and relevant activities for school district professionals; the program is designed so that the educators can practice a process directly applicable in their classrooms. CSS also will cooperate with school districts and other agencies in providing other types of inservice programs; the center has developed expertise in planning and conducting these programs in a wide range of areas. The university belongs to national and international organizations in order to provide internationally-based educational experiences for its constituents, students and faculty.

EDINBORO UNIVERSITY OF PENNSYLVANIA, INSTITUTE FOR RESEARCH AND COMMUNITY SERVICES

Taylor House
Edinboro, PA 16444

(814) 732-2671

YEAR FOUNDED: 1986

CONTACT PERSON: Joseph Comi, Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 15 Full-time

SERVICES:
- Development
- Presentations/Conferences/Workshops
- Research
- Staff Development
- Technical Assistance

EXPERTISE:
- Adult Education
- Post-Secondary Education
- Reading/Language Arts
- School-Community Relations
- Staff Development

COST: Fees Based on Cost Recovery

CLIENTS:
- Local Public Education Agencies
- Professional Associations
- Business/Industry

The Institute for Research and Community Services was established as a means of providing university resources and services to the surrounding community agencies, organizations and individuals. The institute provides a wide variety of resources, expertise, programs and services including basic and applied research, surveys and needs assessments, consultative services, workshops/seminars, and educational technologies. The institute periodically publishes newsletters, bulletins and announcements describing its activities and projects.

EDUCATIONAL INFORMATION AND RESOURCE CENTER

---

700 Hollydell Court
Sewell, NJ 08080

(609) 582-7000

YEAR FOUNDED: 1968

CONTACT PERSON: Theodore J. Gourley, Associate Director

AGENCY TYPE: Public Regional Resource Center

SIZE OF PROFESSIONAL STAFF: 35 Full-time 15 Part-time

SERVICES:
- Development
- Program Assessment/Evaluation
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research

EXPERTISE:
- Instructional Effectiveness
- School Administration/Management
- School-Community Relations
- School Effectiveness/Improvement
- Staff Development

COSTS:
- Some Services Free
- Variable Costs for Other Services

CLIENTS:
- Community & Government Organizations
- Social & Human Services Agencies
- Non-profit Agencies
- Public & Private Education Agencies

EIRC was established in 1968 as the Educational Improvement Center South to provide a regional service center for southern New Jersey educators. In 1983, under new legislation, EIC South became known as the Educational Information and Resource Center (EIRC) and now serves the entire state of New Jersey. Center staff offer assistance in curriculum development and evaluation, program evaluation, administrative services, and public relations. Specific activities focus on educational technology, gifted and talented students, child abuse and substance abuse. EIRC also houses an extensive library of educational materials and disseminates relevant information on programs and services through several publications.

EDUCATIONAL TESTING SERVICE

Rosedale and Carter Roads
Princeton, NJ 08541

(609) 734-1618

YEAR FOUNDED: 1947

CONTACT PERSON: Information Services Division

AGENCY TYPE: Non-Profit R&D Agency

SIZE OF PROFESSIONAL STAFF: 2,700 Full-time

SERVICES:
- Development
- Program Assessment/Evaluation
- Publications/Dissemination
- Technical Assistance

EXPERTISE:
- Evaluation/Assessment
- Student Testing/Academic Performance
- Policy Development

COSTS: Fees Based on Cost Recovery

CLIENTS:
- Professional Associations
- Post-Secondary Education Institutions
- State Education Agencies

The Educational Testing Service (ETS) is a private, non-profit corporation devoted to measurement and research, primarily in the field of education. There are 70 separate testing programs conducted by ETS on behalf of a great variety of sponsoring agencies and organizations representing education, government, business, professions, and occupations. These programs are designed to assist their sponsors in making decisions related to school, college, and graduate admissions; educational achievement and placement; the awarding of academic credit; certification and licensing; the awarding of scholarships and other financial aid; proficiency in English and other languages; selection and promotion; and program assessment and evaluation.

EDUCATIONAL TESTING SERVICE, TEST COLLECTION

Rosedale and Carter Roads
Princeton, NJ 08541

(609) 734-5686

YEAR FOUNDED: 1957

CONTACT PERSON: Alicia Dodd, Information Specialist

AGENCY TYPE: Non-Profit R&D Agency

SIZE OF PROFESSIONAL STAFF: 1 Full-time

SERVICES: Publications/Dissemination

EXPERTISE:
Evaluation/Assessment
Student Testing/Academic Performance

COSTS: Set Fees

CLIENTS:
Local Public Education Agencies
Business/Industry
College and Graduate Students

The Test Collection, an extensive library of over 15,000 tests and other measurement devices, provides information on tests and related materials to those in research, advisory services, education, and related activities. The tests are acquired from a variety of United States test publishers and individual test authors. Some foreign tests also are acquired. Qualified persons, whether affiliated with Educational Testing Service or not, may have on-site access to the Test Collection materials. Persons also may direct specific questions to its staff by mail or telephone. A large number of publications are produced. The Test Collection Bibliographies contain approximately 200 annotated test directories in specific subject areas available from the test collection. The Major U.S. Publishers of Standardized Tests lists publisher addresses and phone numbers and is available from the test collection free of charge. The News on Tests provides quarterly information on tests and testing. The Test Collection Database is a publicly searchable database through BRS, a commercial vendor of databases. The Tests in Microfiche makes available many tests that are cited in the educational and psychological literature but not available commercially.

FAIRLEIGH DICKINSON UNIVERSITY, BILINGUAL EDUCATION SKILLS AND TRAINING CENTER

School of Education
Bancroft Hall, Room 225
Teaneck, NJ 07666

(201) 692-2839

YEAR FOUNDED: 1983

CONTACT PERSON: Cynthia Bilotta, Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 2 Full-time 6 Part-time

SERVICES:
- Development
- Program Assessment/Evaluation
- Publications/Dissemination
- Staff Development

EXPERTISE:
- Reading/Language Arts
- School-Community Relations
- Staff Development
- Elementary Bilingual Math & Science

COSTS: Fees Based on Cost Recovery

CLIENTS:
- Local Public Education Agencies
- Private/Parochial Schools
- State Education Agencies

Developed in 1983, through U.S. Department of Education Title VII funds, the Bilingual Education Skills Training Center (BEST) serves as the base for all activities related to bilingual education in the school of education. The BEST Center serves as a resource to the school and the community at large by offering technical assistance in program development for meeting the needs of limited-English-proficient (LEP) populations; developing and offering training to all education personnel and parents to enhance the education of LEP students; and providing references and resources related to bilingual education. The major focus of the BEST Center is the development of language proficiency in content areas such as math and science. Training also is provided in such areas as cooperative learning, development of complex instruction, use of Finding Out/Descubrimiento, language experience approach, and language acquisition theory and practical application. Research related to effective teacher education models for meeting the needs of LEP populations also is conducted and gathered by the BEST Center.

GALLAUDET UNIVERSITY, CENTER FOR ASSESSMENT AND DEMOGRAPHIC STUDIES

---

800 Florida Avenue, N.E.
Washington, DC 20002

(202) 651-5575

YEAR FOUNDED: 1968

CONTACT PERSON: Thomas E. Allen, Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 20 Full-time 1 Part-time

SERVICES:
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research
- Technical Assistance

EXPERTISE:
- Post-Secondary Education
- Student Testing/Academic Performance
- Demographics of Hearing Impaired Student Population

COSTS: Fees Based on Cost Recovery

CLIENTS:
- Local Public Education Agencies
- State Education Agencies

The Center for Assessment and Demographic Studies (CADS) was established in 1968 to collect information about hearing impaired children and youth. Its mission ever since has been to provide information helpful for the improvement of educational opportunities for hearing impaired youth. The main project of the center is the Annual Survey of Hearing Impaired Children and Youth, the largest ongoing database in the world concerning hearing impaired, school-aged children. Early in its history, CADS became involved in analyzing and publishing data about the educational attainment of the students reported in its annual survey. CADS has become a distribution source for special test materials and analyses of test results that can help schools improve their instructional strategies for hearing impaired students. Also, CADS has recently conducted studies of classroom communication practices, postsecondary education opportunities for deaf students, and the assessment of deaf students' writing abilities. In the last two years, the work of the center has expanded to include older hearing impaired individuals and persons with other disabilities.

GANNON UNIVERSITY, CENTER FOR ECONOMIC EDUCATION

Erie, PA 16541

(814) 871-7585

YEAR FOUNDED: 1977

CONTACT PERSON: Charles A. Bennett, Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 1 Part-time

SERVICES:
- Development
- Planning
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research

EXPERTISE:
- Adult Education
- Instructional Effectiveness
- School-Business Relations
- School-Community Relations
- Social Studies

COSTS: Free to Eligible Clients

CLIENTS:
- Local Public Education Agencies
- Private/Parochial Schools
- Post-secondary Education
- Business/Industry

The Center for Economic Education at Gannon University was established to contribute to the development of economic literacy and understanding among the people of Erie and northwestern Pennsylvania. The center is part of a national network of over 200 centers of economic education which are affiliated with the Joint Council on Economic Education. The primary functions of the center include planning, developing, and conducting economic education programs in five areas: improving instruction in economics for current and future teachers; providing consultation and assistance in the presentation of economic education programs by schools, educational agencies, and community organizations; conducting research in economic education; developing and distributing effective instructional materials for use in economic education programs; and developing and presenting effective economic education programs for adults.

GEORGETOWN UNIVERSITY, BILINGUAL EDUCATION SERVICE CENTER

1916 Wilson Boulevard
Suite 302
Arlington, VA 22201

(703) 875-0900

YEAR FOUNDED: 1980

CONTACT PERSON: Center Contact Person Assigned to Each State

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 7 Full-time

SERVICES:	Presentations/Conferences/ Workshops Staff Development Technical Assistance	EXPERTISE:	At-Risk Students Instructional Effectiveness Staff Development Bilingual Education
COSTS:	Free to Eligible Clients	CLIENTS:	Local Public Education Agencies Post-secondary Education Institutions State Education Agencies

---

The Georgetown University Bilingual Education Service Center (GU-BESC) is one of 16 multi-functional resource center funded nationally by the U.S. Department of Education to respond to the needs of Bilingual Education/ESL (Title VII) projects. It provides training and technical assistance to individuals and institutions involved in the education of limited English proficient (LEP) students. The GU-BESC provides services related to the education of all minority language groups within the region encompassed by Delaware, the District of Columbia, Maryland, New Jersey, Kentucky, Ohio, Pennsylvania, Virginia and West Virginia (Service Area 3). The GU-BESC also provides training/technical assistance in project management, documentation, and capacity building in the areas of classroom curriculum and instructional improvement. Services are provided through workshops, institutes, conferences, training exchanges, individual or group consultation, bibliographic searches, and referrals.

HOWARD UNIVERSITY, SCHOOL OF EDUCATION

2400 6th Street, N.W.
Washington, DC 20059

(202) 636-7340

YEAR FOUNDED: 1971

CONTACT PERSON: Willie T. Howard, Dean of Education

AGENCY TYPE: Post-Secondary Education Institution

SIZE OF PROFESSIONAL STAFF: 45 Full-time

SERVICES:
- Development
- Needs Assessment
- Program Assessment/Evaluation
- Publications/Dissemination
- Staff Development

EXPERTISE:
- Adult Education
- At-Risk Students
- Early Childhood
- Educational Technology
- School Climate/Discipline

COSTS:
- Some Services Free
- Variable Costs for Other Services

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies
- Private/Parochial Schools

In addition to services potentially available from individual faculty, the Howard University School of Education includes the Bureau of Educational Research and the Center for the Study of Handicapped Children and Youth. The professional expertise of the faculty and the resources of the education school provide the capability for a wide range of services to public and private school systems and to other institutions of higher education.

INDIANA UNIVERSITY OF PENNSYLVANIA, COLLEGE OF EDUCATION

Indiana, PA 15705

(412) 357-2480

YEAR FOUNDED: 1875

CONTACT PERSON: John W. Butzow

AGENCY TYPE: Post-Secondary Education Institution

SIZE OF PROFESSIONAL STAFF: 80 Full-time 6 Part-time

SERVICES:
- Development
- Program Assessment/Evaluation
- Presentations/Conferences/Workshops
- Research
- Staff Development

EXPERTISE:
- Adult Education
- Early Childhood
- School-Community Relations
- School Effectiveness/Improvement
- Teacher Supervision/Evaluation

COSTS: Fees Based on Cost Recovery

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies
- Post-Secondary Education Institutions

The professional staff of the College of Education at Indiana University of Pennsylvania (IUP) will assist regional or state agencies in staff development and research related to a variety of educational issues. The professional staff at IUP may be contracted individually or in small teams to assist in the delivery of services. Examples include short-term training institutes and staff development workshops for educators, collaborative programs in curriculum and instructional development (e.g., computers in the math and science classrooms), and district and program evaluations.

THE INSTITUTE FOR EDUCATIONAL LEADERSHIP

1001 Connecticut Avenue, N.W.
Suite 310
Washington, DC 20036

(202) 822-8405 YEAR FOUNDED: 1971

CONTACT PERSON: Mara Ueland, Publications

AGENCY TYPE: Non-Profit R&D Agency

SIZE OF PROFESSIONAL STAFF: 16 Full-time 5 Part-time

SERVICES:	Development Program Assessment/Evaluation Presentations/Conferences/ Workshops Publications/Dissemination Research	EXPERTISE:	At-Risk Students School-Business Relations School Effectiveness/ Improvement Staff Development
COSTS:	Set Fees	CLIENTS:	Local Public Education Agencies Professional Associations State Education Agencies Business/Industry

---

The Institute for Educational Leadership's (IEL) main purpose is to improve the quality of educational policymaking by linking people and ideas to address difficult situations. IEL serves state, local and national educational leadership and others who have an impact on education policymaking. IEL has several objectives: improving communications among policymakers, educators and consumers of educational services; offering mid-career training opportunities to educational leaders; and helping educators and the public at-large to better understand key educational and social issues. IEL staff and consultants provide direct services for improving policy and practice in education and related human services. Among IEL activities in this area are network access, information dissemination, training, conferences, and administrative support.

INTERNATIONAL READING ASSOCIATION

---

800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139

(302) 731-1600

YEAR FOUNDED: 1956

CONTACT PERSON: Patricia Du Bois, Public Information Association

AGENCY TYPE: International Professional Association

SIZE OF PROFESSIONAL STAFF: 65 Full-time 5 Part-time

SERVICES:
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research
- Staff Development
- Professional Standards

EXPERTISE:
- At-Risk Students
- Basic Skills Performance
- Higher Order Thinking Skills
- Reading/Language Arts
- Staff Development

COSTS:
- Membership Dues
- Variable Costs for Other Services

CLIENTS:
- Local Public Education Agencies
- Private/Parochial Schools
- Post-secondary Education

The International Reading Association (IRA) seeks to improve the quality of reading instruction, serve as a clearinghouse for the dissemination of reading research, and promote lifetime reading. The association officially began January 1, 1956 when the International Council for the Improvement of Reading Instruction and the National Association for Remedial Teaching merged. Now, more than 1,200 councils and national affiliates in 40 nations are the working foundation of the association. These groups hold regular meetings and conferences throughout the U.S., Canada and the world. Each year the association holds an annual convention. The association also holds a world congress biennially at a site outside North America. The IRA publishes four professional journals, a bimonthly newspaper, and approximately 200 publications on reading and related topics, with about 10 new titles added annually.

JOHNS HOPKINS UNIVERSITY, CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS

3505 N. Charles Street
Baltimore, MD 21218

(301) 338-7570

YEAR FOUNDED: 1966

CONTACT PERSON: John H. Hollifield, Associate Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 20 Full-time 7 Part-time

SERVICES:
- Program Assessment/Evaluation
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research
- Technical Assistance

EXPERTISE:
- At-Risk Students
- Basic Skills Performance
- Instructional Effectiveness
- School Climate/Discipline
- School Effectiveness/Improvement

COSTS: Fees Based on Cost Recovery

CLIENTS: Local Public Education Agencies

The Center for Social Organization of Schools at the Johns Hopkins University was established in 1966 as a national research and development center to study how school organization can be changed to make schools more effective for all students. The center currently includes the National Research and Development Center for Research on Elementary and Middle Schools, the National Center for Research on Effective Schooling for Disadvantaged Students, and the Baltimore Public Education Institute. The mission of the center is to produce useful knowledge about how schools can foster growth in students' learning and development, to develop and evaluate practical methods for improving the effectiveness of schools based on existing and new research findings, and to develop and evaluate specific strategies to help schools implement effective research-based school and classroom practices. The center offers training workshops and technical assistance to schools in the use of cooperative learning, institutional processes and parent involvement practices; publishes a series of technical reports of its research; and publishes the CREMS report, which summarizes its research findings in elementary and middle schools.

JOHNS HOPKINS UNIVERSITY, CENTER FOR TALENTED YOUTH

34th & Charles Streets
Baltimore, MD 21218

(301) 338-8427

YEAR FOUNDED: 1979

CONTACT PERSON: Pat O'Connell Ross

AGENCY TYPE: Non-Profit R&D and Service Agency

SIZE OF PROFESSIONAL STAFF: 30 Full-time

SERVICES:
- Development
- Management
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Technical Assistance

EXPERTISE:
- Higher Order Thinking Skills
- Mathematics
- Reading/Language Arts
- Science
- Gifted Education

COSTS: Set Fees

CLIENTS:
- Local Public Education Agencies
- Private/Parochial Schools
- Students/Families

The Center for Talented Youth (CTY) provides summer and academic-year programs for mathematically and verbally talented students whose ages range from 7 to 16 years. CTY's 1987 summer programs were offered at four residental sites and six commuter sites throughout the continental United States. CTY focuses on adjusting important aspects of the students' education, particularly the pacing and level of instruction, to meet their assessed needs. The result is an array of educational courses in every area traditionally included in the liberal arts curriculum. CTY also sponsors training institutes for educators that focus on the identification of talented youth, the provision of appropriate, coursework and programs and the adaptation of the CTY model to local schools.

KEAN COLLEGE OF NEW JERSEY

Morris Avenue
Union, NJ 07083

(201) 527-2136

YEAR FOUNDED: 1855

CONTACT PERSON: James E. Cook

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 100 Full-time 90 Part-time

SERVICES:
- Development
- Needs Assessment
- Planning
- Program Assessment/Evaluation
- Technical Assistance

EXPERTISE:
- At-Risk Students
- Educational Technology
- School Administration/Management
- School Finance
- Student Testing/Academic Performance
- Bilingual Education

COSTS: Variable Costs for Services

CLIENTS:
- Local Public Education Agencies
- State Education Agencies

Kean College of New Jersey is a major regional institution of higher learning serving students from the communities of New Jersey and its neighboring states. In addition to its teacher education programs and research activities, the college also seeks to serve the community with the best academic resources and personnel. Activities include programs to recruit minority students to the teaching profession; remedial reading, speech, and hearing clinics for children and adults; a child study institute; and a laboratory school for developmentally handicapped children. The college also provides extensive technical assistance and services to local school districts in such areas as needs assessment, staff development, and program evaluation.

KUTZTOWN UNIVERSITY, COLLEGE OF EDUCATION

Kutztown, PA 19530

(215) 683-4190

YEAR FOUNDED: 1866

CONTACT PERSON: Sylvester Kohut, Jr., Dean

AGENCY TYPE: Post-Secondary Education Institution

SIZE OF PROFESSIONAL STAFF: 70 Full-time

SERVICES:
- Development
- Needs Assessment
- Program Assessment/Evaluation
- Program Implementation
- Presentations/Conferences/Workshops

EXPERTISE:
- Basic Skills Performance
- Early Childhood
- Educational Technology
- Middle School Curriculum/Instruction
- Post-Secondary Education

COSTS: Variable Costs for Services

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies
- Business/Industry

Kutztown University, located in Berks County, Pennsylvania, has emerged from Keystone Normal School in 1866 to its present level as a multipurpose university offering undergraduate and graduate education degree programs and serving the educational needs of Pennsylvania residents and others. The institution has a long history of clinical, consultative and support services to school districts, intermediate units, and educational agencies/programs.

LINCOLN UNIVERSITY, EDUCATION DEPARTMENT

Lincoln University, PA 19352

(215) 932-8300

YEAR FOUNDED: 1854

CONTACT PERSON: J.R. DeBoy, Acting Chair

AGENCY TYPE: Post-Secondary Education Institution

SIZE OF PROFESSIONAL STAFF: 5 Full-time

SERVICES:
- Development
- Planning
- Program Implementation
- Presentations/Conferences/Workshops
- Research

EXPERTISE:
- At-Risk Students
- Early Childhood
- Higher Order Thinking Skills
- Instructional Effectiveness
- Reading/Language Arts

COSTS: Variable Costs for Services

CLIENTS:
- Local Public Education Agencies
- Professional Associations

The Education Department of Lincoln University provides two major services to the university -- a teacher training program and a developmental comprehensive communications program for at-risk college students. The department also provides workshops in these broad areas to school districts and professional organizations. Specific areas of focus are dependent upon each faculty member's area of interest.

MANSFIELD UNIVERSITY, DIVISION OF COMMUNITY SERVICES AND GRADUATE STUDIES

Doane Center
Mansfield, PA 16933

(717) 662-4807

YEAR FOUNDED: 1986

CONTACT PERSON: Sandra Linck, Associate Provost

AGENCY TYPE: Post-Secondary Education Institution

SIZE OF PROFESSIONAL STAFF: 5 Full-time 3 Part-time

SERVICES:
- Needs Assessment
- Presentations/Conferences/Workshops
- Research
- Staff Development
- Technical Assistance

EXPERTISE:
- Adult Education
- Basic Skills Performance
- Post-Secondary Education
- School-Business Relations

COSTS:
- Free to Eligible Clients
- Fees Based on Cost Recovery

CLIENTS:
- Local Public Education Agencies
- Business/Industry

Community Services and Graduate Studies is a newly organized university division. Continuing Education provides both credit courses and non-credit activities tailored to individual and business needs and summer camps and workshops. The Grants and Contracts Office conducts research using state, federal and private grants on a variety of topics, including adult basic education, literacy, educational outreach, rural issues, and other applied research. The Rural Services Institute collects and shares information about factors affecting the quality of life in rural areas, helps solve problems facing the community, and provides students with practical work and study experiences in the community. In addition, an educational outreach project addresses the need to increase rural residents' access to higher education and the changing world of work.

MARYLAND ASSOCIATION OF BOARDS OF EDUCATION

---

133 Defense Highway
Suite 204
Annapolis, MD 21401

(301) 841-5414

YEAR FOUNDED: 1957

CONTACT PERSON: Maureen K. Steinecke, Executive Director

AGENCY TYPE: State Professional Association

SIZE OF PROFESSIONAL STAFF: 4 Full-time

SERVICES:
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Staff Development
- Technical Assistance

EXPERTISE: School Board Operations

COSTS:
- Free to Eligible Clients
- Fees Based on Cost Recovery

CLIENTS:
- Local Public Education Agencies
- State Education Agencies

The Maryland Association of Boards of Education is a private, non-profit organization to which all the school boards in the state voluntarily belong. MABE is involved in the following activities:

- providing inservice activities for board members through an annual convention, orientation programs for new board members, and workshops on key topics
- meeting informally with the state board of education
- representing the school board point of view with the Maryland General Assembly and the U.S. Congress through its legislative committee and federal relations network.
- monitoring and reporting about current education issues through its publications
- maintaining a collection of current policy manuals from the local boards of education, and other educational governance materials.

MARYLAND LEADERSHIP IN EDUCATIONAL ADMINISTRATION DEVELOPMENT CENTER

EDPA Department
College of Education
University of Maryland
College Park, MD 20742

(301) 454-5766

YEAR FOUNDED: 1987

CONTACT PERSON: Lawrence E. Leak, Director

AGENCY TYPE: LEAD Center

SIZE OF PROFESSIONAL STAFF: 1 Full-time 8 Part-time

SERVICES: Staff Development

EXPERTISE: School Administration/Management
Staff Development

COSTS: Free to Eligible Clients

CLIENTS: Local Public Education Agencies
Private/Parochial Schools
State Education Agencies

The Maryland Leadership in Educational Administration Development Center (LEAD Center) is undertaking a collaborative effort to improve school-based administrative leadership in the elementary and secondary public and private schools throughout the state. The collaborative effort involves personnel from the Maryland State Department of Education, the University of Maryland, and individuals from the private sector all working in concert to improve the educational achievement of students. The center provides the following services:

- identify and list specific skills required for successful school administration in 10 performance areas
- create, publish and distribute a professional development resource book for school principals, their evaluators and staff developers
- provide a training of trainers program to improve school administrators' skills and knowledge to plan, organize, conduct, and evaluate professional training
- provide financial support for additional staff development efforts
- provide input and work cooperatively with University of Maryland and LEAs to improve professional development programs for school-based administrators.

MID-ATLANTIC EQUITY CENTER

5010 Wisconsin Avenue, N.W.
Suite 310
Washington, DC 20016

(202) 885-8536

YEAR FOUNDED: 1969

CONTACT PERSON: Sheryl Denbo, Director

AGENCY TYPE: Non-profit R&D Agency

SIZE OF PROFESSIONAL STAFF: 9 Full-time 5 Part-time

SERVICES:
- Needs Assessment
- Planning
- Program Assessment/Evaluation
- Publications/Dissemination
- Staff Development

EXPERTISE:
- Adult Education
- At-Risk Students
- School-Community Relations
- Teaching Techniques/Classroom Management
- Minority Relations

COSTS: Free to All Clients

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies
- State Education Agencies

The Mid-Atlantic Equity Center provides services to schools to help them prepare an increasingly diverse student population for a rapidly changing society. The center provides technical assistance and training services in race, sex and national origin desegregation for Delaware, Maryland, Pennsylvania, Virginia, West Virginia and the District of Columbia. The center publishes a range of materials for teachers and students, including products for professional resources and staff development, specific program resources, classroom resources, and national origin desegregation assistance.

MONTCLAIR STATE COLLEGE, INSTITUTE FOR THE ADVANCEMENT OF PHILOSOPHY FOR CHILDREN

Upper Montclair, NJ 07043

(201) 893-4277

YEAR FOUNDED: 1974

CONTACT PERSON: Matthew Lipman, Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 4 Full-time 1 Part-time

SERVICES:
- Development
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research
- Staff Development

EXPERTISE:
- Basic Skills Performance
- Early Childhood
- Evaluation/Assessment
- Higher Order Thinking Skills
- Post-Secondary Education

COSTS: Set Fees

CLIENTS:
- Local Public Education Agencies
- Private/Parochial Schools
- Post-Secondary Education Institutions

The Institute for the Advancement of Philosophy for Children (IAPC) is a non-profit division of Montclair State College. It has been a pioneer in using philosophy for children in teaching thinking skills. The IAPC engages in activities in three major areas -- curriculum development, educational research, and teacher education. In terms of the first, IAPC curricula include textbooks and manuals in philosophy for children, teachers, administrators, educators, philosophers, college students and graduate students. Books for children and teachers are developed by the institute itself, which also edits the periodical, Thinking. Educational research activities of IAPC include sponsorship of a series of educational experiments to determine the academic impact of its programs. Teacher education activities reflect the IAPC's own approach to teacher education, utilizing faculty in philosophy or philosophy of education who themselves have been trained in the IAPC program. These specialists are available to serve as workshop directors and consultants in school districts requesting staff development.

NATIONAL ALLIANCE OF BLACK SCHOOL EDUCATORS, INC.

2816 Georgia Avenue, N.W.
Suite 2
Washington, DC 20001

(202) 483-1549

YEAR FOUNDED: 1970

CONTACT PERSON: William J. Saunders, Executive Director

AGENCY TYPE: Non-Profit R&D Agency

SIZE OF PROFESSIONAL STAFF: 2 Full-time (as needed) Part-time

SERVICES:
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Consultation

EXPERTISE:
- Early Childhood
- Educational Technology
- Staff Development
- Student Testing/Academic Performance
- Bilingual Education

COSTS: Set Fees

CLIENTS: Local Public Education Agencies

The National Alliance of Black School Educators (NABSE) works to remove those forces and conditions which obstruct the achievement, development, and educational opportunities of black youth and adults, and to assist black children in the United States in overcoming those problems directly related to their minority group status. The NABSE provides a forum through which black educators and others directly involved in the educational process can meet, share ideas, and focus on the unique problems which they and their students face. NABSE analyzes and applies shared knowledge to the eradication of problems which stand as obstructions to quality education for black children.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION

2021 K Street, N.W.
Suite 315
Washington, DC 20006

(202) 296-1800

YEAR FOUNDED: 1938

CONTACT PERSON: William V. Schipper

AGENCY TYPE: National Professional Association

SIZE OF PROFESSIONAL STAFF: 15 Full-time 4 Part-time

SERVICES:
- Needs Assessment
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Staff Development
- Technical Assistance

EXPERTISE:
- Early Childhood
- School Administration/Management
- School Finance
- Staff Development

COSTS: Fees Based on Cost Recovery

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies
- State Education Agencies

Since 1938, NASDSE has served as the focal point for the professionals who have statewide responsibilities for the education of exceptional children. The association's objectives are: to consider and act on current problems and issues related to special education; to encourage active and effective leadership in developing and improving educational services and facilities; to stimulate helpful relations between those developing statewide and federal special education programs and those responsible for general education at the local, state and national levels; to assist local, state and national communities in promoting and enhancing special education; and to coordinate special education interests through membership in and liaison with local, state and national organizations interested in special education. NASDSE has a history of assisting state and local agencies in program policy and planning. NASDSE also has extensive information-sharing capability including computer-based communication networks, periodical newsletters, handbooks, manuals, conference reports, and other publications on key issues in special education.

NATIONAL CENTER ON CHILD ABUSE AND NEGLECT

P.O. Box 1182
Washington, D.C. 20024

(202) 245-2860

YEAR FOUNDED: 1974

CONTACT PERSON: Terry P. Smith, Chief of Clearinghouse

AGENCY TYPE: Federal Government

SIZE OF PROFESSIONAL STAFF: 10 Full-time

SERVICES:
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research
- Technical Assistance

EXPERTISE: Child Abuse

COSTS: Variable Costs for Services

CLIENTS:
- Local Public Education Agencies
- Professional Associations
- State Education Agencies

The National Center on Child Abuse and Neglect (NCCAN) was established by the Child Abuse Prevention and Treatment Act (P.L. 93-247, as amended) in 1974 for the purpose of helping professionals improve services to children and families in turmoil and to draw public attention to the problem of child maltreatment. NCCAN is responsible for conducting research; collecting, analyzing, and disseminating information; providing assistance to states and communities in developing programs and activities related to the prevention, identification, and treatment of child abuse and neglect; and coordinating federal efforts to combat child maltreatment through its national advisory board. The board, composed of representatives from federal agencies and the general public, provides a framework for sharing information and coordinating the resources of both the public and private sectors.

NATIONAL CLEARINGHOUSE FOR ALCOHOL AND DRUG INFORMATION

P.O. Box 2345
Rockville, Maryland 20852

(301) 468-2600

YEAR FOUNDED: 1987

CONTACT PERSON: Reference Services

AGENCY TYPE: Federally Funded Clearinghouse

SIZE OF PROFESSIONAL STAFF: 40 Full-time

SERVICES: Publications/Dissemination

EXPERTISE: School Climate/Discipline
Substance Abuse Prevention

COSTS: Free to All Clients

CLIENTS: Local Public Education Agencies
Private/Parochial Schools
State Education Agencies
General Public

The Alcohol, Drug Abuse and Mental Health Administration (ADAMHA) established the National Clearinghouse for Alcohol and Drug Information (NCADI) to provide up-to-date information as part of an expanded national effort to prevent alcohol and other drug problems, especially among high risk youth. NCADI provides information and services to anyone with questions or concerns about all types of drugs. Special target groups for NCADI are community leaders, those working with youth, parents, health and human service providers, and persons with alcohol or other drug-related problems. Printed materials, reference and referral services, tours, media, and state clearinghouse network support are available through the clearinghouse, including prevention publications developed by the U.S. Department of Education.

NATIONAL COMMITTEE FOR CITIZENS IN EDUCATION

10840 Little Patuxent Parkway
Suite 301
Columbia, MD 21044

(301) 997-9300 YEAR FOUNDED: 1973

CONTACT PERSON: Lisa Baltimore

AGENCY TYPE: Non-Profit R&D Agency

SIZE OF PROFESSIONAL STAFF: 10 Full-time 5 Part-time

SERVICES:	Presentations/Conferences/ Workshops Publications/Dissemination Staff Development	EXPERTISE:	At-Risk Students School Climate/Discipline School-Community Relations Policy Development Parent Participation
COSTS:	Some Services Free Variable Costs for Other Services	CLIENTS:	Local Public Education Agencies Parents Community Organizations

---

Founded in 1973 as the successor organization to the National Committee for the Support of Public Schools, the National Committee for Citizens in Education (NCCE) is devoted to improving the quality of public schools through increased public involvement. NCCE provides information that parents and citizens need to become involved in school decision-making. NCCE provides the following services:

- a computerized clearinghouse of school-related information accessible to anyone who calls the toll-free hot line, 1-800-NETWORK (638-9675)
- inexpensive, jargon-free handbooks and films for local groups and schools
- training for parents, teachers, and school administrators to help them create school level councils
- a monthly newspaper, NETWORK, featuring important school issues.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

3501 Newark Street, N.W.
Washington, DC 20016

(202) 966-7840

YEAR FOUNDED: 1921

CONTACT PERSON: Bert Cieslak, Director of Council Services

AGENCY TYPE: National Professional Association

SIZE OF PROFESSIONAL STAFF: 16 Full-time

SERVICES:
- Development
- Presentations/Conferences/Workshops
- Publications/Dissemination

EXPERTISE:
- Basic Skills Performance
- Educational Technology
- Post-Secondary Education
- Social Studies
- Teacher Supervision/Evaluation

COSTS:
- Membership Dues
- Variable Costs for Other Services

CLIENTS:
- Local Public Education Agencies
- Private/Parochial Schools
- Post-secondary Education Institutions

The mission of the council is to serve social studies educators by studying the problems of teaching social studies, encouraging research and the exchange of ideas, and publishing journals, newsletters and books. The council acts as an information clearinghouse for its members, who can request assistance in matters concerning curriculum, teacher standards, social studies advocacy and academic freedom. The council also provides conferences, workshops, and other opportunities for professional development.

NATIONAL INSTITUTE FOR WORK AND LEARNING/ACADEMY FOR EDUCATIONAL DEVELOPMENT

1255 23rd Street, N.W.
Suite 400
Washington, DC 20037

(202) 862-8845

YEAR FOUNDED: 1971

CONTACT PERSON: Richard Ungerer, Executive Director

AGENCY TYPE: Non-Profit R&D Agency

SIZE OF PROFESSIONAL STAFF: 8 Full-time

SERVICES:
- Needs Assessment
- Planning
- Program Assessment/Evaluation
- Publications/Dissemination

EXPERTISE:
- Adult Education
- At-Risk Students
- Career/Vocational Education
- School-Business Relations
- School-Community Relations

COSTS: Variable Costs for Services

CLIENTS:
- Intermediate Service Agencies
- Post-Secondary Education Institutions
- Business/Industry

The National Institute for Work and Learning/Academy for Educational Development (NIWL/AED) seeks to improve the relationships between institutions of work and learning, to facilitate linkages between education and work for youth and adults, and to bring the supply and demand for critical skills into better balance. In order to achieve these ends, the institute is involved in research, pilot programs, case studies, policy studies, information networking, and technical assistance. While the means vary, a common thread runs through all NIWL/AED undertakings -- the pursuit of collaborative efforts among employers, educators, unions, service organizations, and government to resolve work and learning problems. The development of collaborative processes at local, state, and national levels has been a consistent focus of the institute since its creation in 1971.

NEW JERSEY ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

---

21 Combs Avenue
RD 3
Mendham, NJ 07945

(201) 895-2713

YEAR FOUNDED: 1956

CONTACT PERSON: Ruth M. Dorney, President

AGENCY TYPE: State Professional Association

SIZE OF PROFESSIONAL STAFF: Not Available

SERVICES:
- Planning
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Staff Development

EXPERTISE:
- Higher Order Thinking Skills
- Instructional Effectiveness
- School Effectiveness/Improvement
- Staff Development
- Teacher Supervision/Evaluation

COSTS: Membership Dues

CLIENTS:
- Local Public Education Agencies
- Post-Secondary Education Institutions
- State Education Agencies

The New Jersey Association for Supervision and Curriculum Development is an organization of school supervisors and administrators, teachers and college professors. The common interest of NJASCD members is the improvement of education through effective supervision of instruction and stimulation of curriculum development. NJASCD is an affiliate of the National Association for Supervision and Curriculum Development (ASCD). NJASCD's mission is to provide varied resources and services for its membership; to increase the visibility of the organization at the county, state, and national levels; and to address the critical issues facing New Jersey education at the regional and state levels. Services provided include participating on national committees and institutes, hosting conferences and institutes, conducting workshops and seminars, testifying at state hearings on issues affecting curriculum and supervision, and attending conferences and workshops. Publications include a regular newsletter, periodic monographs, journals, and position papers.

NEW JERSEY LEADERSHIP IN EDUCATIONAL ADMINISTRATION DEVELOPMENT CENTER

Graduate School of Education
Rutgers University
10 Seminary Place
New Brunswick, NJ 08903

(201) 932-7615

YEAR FOUNDED: 1987

CONTACT PERSON: Thomas Corcoran

AGENCY TYPE: LEAD Center

SIZE OF PROFESSIONAL STAFF: 3 Part-time

SERVICES:
- Presentations/Conferences/Workshops
- Staff Development
- Technical Assistance

EXPERTISE:
- Evaluation/Assessment
- Instructional Effectiveness
- School Administration/Management
- School Effectiveness/Improvement
- Management Development

COSTS:
- Some Services Free
- Variable Costs for Other Services

CLIENTS:
- Local Public Education Agencies
- Professional Associations
- Post-Secondary Institutions

The New Jersey Leadership in Educational Administration Development (LEAD) Center is a consortium of the following organizations: New Jersey Principals and Supervisor's Association, New Jersey School Boards Association, New Jersey Assessment and Development Center, Partnership for New Jersey, and Research for Better Schools. Its primary objective is to improve the preparation, selection, and inservice opportunities for school administrators by forming a partnership to integrate the resources of higher education, business, and professional associations. During its first year of operation, the LEAD Center has assisted in expanding the services of the assessment centers, facilitated corporate management training for school district management teams, and helped in reviewing and restructuring the administrator preparation program at Rutgers University.

NEW JERSEY SCHOOL BOARDS ASSOCIATION

413 West State Street
P.O. Box 909
Trenton, NJ 08605-0909

(609) 695-7600

YEAR FOUNDED: 1914

CONTACT PERSON: Octavius T. Reid, Jr., Executive Director

AGENCY TYPE: State Professional Association

SIZE OF PROFESSIONAL STAFF: 91 Full-time

SERVICES:
- Development
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research
- Technical Assistance

EXPERTISE:
- Evaluation/Assessment
- School Administration/Management
- School Effectiveness/Improvement
- Student Testing/Academic Performance

COSTS:
- Membership Dues
- Some Set Fees

CLIENTS:
- Local Public Education Agencies
- School Board Members

The New Jersey School Boards Association (NJSBA) is a statewide, non-profit organization of more than 600 local boards of education. It serves as an advocate for the interests of the state's public school students and school districts and provides inservice training and technical assistance to New Jersey's board of education members. The NJSBA is made up of various departments that attend to the needs and concerns of school board members, including communications, government relations, inservice education, labor relations, policy services, research, legal services, and field services. Together these departments provide a variety of publications and programs for school board members.

NEW YORK UNIVERSITY, METROPOLITAN CENTER FOR EDUCATION, RESEARCH AND DEVELOPMENT

---

32 Washington Place
Room 72
New York, NY 10003

(212) 998-5100

YEAR FOUNDED: 1978

CONTACT PERSON: LaMar Miller, Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 12 Full-time 68 Part-time

SERVICES:
- Program Assessment/Evaluation
- Program Implementation
- Publications/Dissemination
- Staff Development
- Technical Assistance

EXPERTISE:
- At-Risk Students
- Evaluation/Assessment
- Instructional Effectiveness
- School Administration/Management
- Staff Development

COSTS:
- Free to Eligible Clients
- Fees Based on Cost Recovery

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies
- State Education Agencies

New York University's Metropolitan Center for Education, Research and Development (Metro Center) is an urban-oriented organization with projects that focus primarily on adolescents, equity, and school improvement. The Metro Center's concern for equity is carried out through its Equity Assistance Center. The center provides assistance on race, gender, and national origin desegregation problems to school districts in New York, New Jersey, Puerto Rico and the Virgin Islands.

NORTHEAST CURRICULUM COORDINATION CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

Crest Way
Aberdeen, NJ 07747

(201) 290-1900

YEAR FOUNDED: 1972

CONTACT PERSON: Martha J. Pocsi, Director

AGENCY TYPE: Regional Curriculum Resource Center

SIZE OF PROFESSIONAL STAFF: 2 Full-time

SERVICES:	Presentations/Conferences/Workshops Technical Assistance	EXPERTISE:	Career/Vocational Education Curriculum
COSTS:	Free to All Clients	CLIENTS:	Local Public Education Agencies Post-secondary Education Institutions State Education Agencies

---

The Northeast Curriculum Coordination Center for Vocational and Technical Education improves the cost-effectiveness of vocational education in the northeast states and outlying areas (including New Jersey) through coordination and improved access to information concerning available materials and curriculum development activities. Through its services, the center helps its members reduce duplication of curriculum development efforts. The center participates in the national network; serves as a resource center and facilitator to consortium states in the coordination, development, adaptation, dissemination, and use of curriculum materials and services; participates in the implementation of a codification system of library holdings; and prepares an annual impact report of its activities. (For the center serving educators in Delaware, Maryland, Pennsylvania, and the District of Columbia, see East Central Curriculum Coordination Center.)

PENNSYLVANIA ASSOCIATION OF SCHOOL ADMINISTRATORS

---

801 N. Second Street
Harrisburg, PA 17102-3213

(717) 232-9996

YEAR FOUNDED: 1958

CONTACT PERSON: Stinson Stroup, Executive Director

AGENCY TYPE: State Professional Association

SIZE OF PROFESSIONAL STAFF: 1 Full-time

SERVICES:	Presentations/Conferences/ Workshops Publications/Dissemination Technical Assistance	EXPERTISE:	School Administration/ Management School Finance
COSTS:	Membership Dues Fees Based on Cost Recovery	CLIENTS:	Local Public Education Agencies Intermediate Service Agencies

---

The Pennsylvania Association of School Administrators is an advocate for quality public education and the leadership necessary for the achievement of educational excellence. Since 1958, PASA has served chief school administrators and other school administrators by shaping the laws, policies, regulations, and guidelines which impact on education in the commonwealth; maintaining cooperative relationships with all organizations and agencies affecting education; providing services to administrators which enable them to achieve their full potential for quality performance; and generally advancing the interests of the profession and the membership. Regional and state meetings of PASA provide members with opportunities to share information, professional insights, and peer support.

PENNSYLVANIA LEADERSHIP IN EDUCATIONAL ADMINISTRATION DEVELOPMENT CENTER

Temple University
Center for Research in Human Development & Education
933 Ritter Hall Annex
13th & Columbia Avenue
Philadelphia, PA 19122

(215) 787-3010

YEAR FOUNDED: 1987

CONTACT PERSON: JoAnn Manning

AGENCY TYPE: LEAD Center

SIZE OF PROFESSIONAL STAFF: 7 Part-time

SERVICES:
- Management
- Presentations/Conferences/Workshops
- Research
- Staff Development
- Technical Assistance

EXPERTISE:
- Evaluation/Assessment
- Instructional Effectiveness
- School Administration/Management
- School Effectiveness/Improvement
- Staff Development

COSTS:
- Free to Eligible Clients
- Fees Based on Cost Recovery

CLIENTS:
- Local Public Education Agencies
- Professional Associations
- Intermediate Service Agencies

The Pennsylvania Leadership in Educational Administration and Development (LEAD) Center is an advanced study center for educational leaders and leader aspirants. Based at the Temple University Center for Research in Human Development and Education, the institute is part of a national network of centers each with a statewide orientation. It is funded by the Office of Educational Research and Improvement (OERI) within the U.S. Department of Education. The institute's primary goal is to forge a dynamic link between the study of education and improvement of schooling practice. The institute's programs are designed to increase the capacity of educational leaders in applying current scientific knowledge to the improvement of instructional practice.

PENNSYLVANIA SCIENCE TEACHERS ASSOCIATION

Myers Hall
Millersville University of Pennsylvania
Millersville, PA 17551

(214) 226-2000

YEAR FOUNDED: 1953

CONTACT PERSON: William B. McIlwaine, Executive Secretary

AGENCY TYPE: State Professional Association

SIZE OF PROFESSIONAL STAFF: 20 Part-time

SERVICES:
- Program Assessment/Evaluation
- Program Implementation
- Presentations/Conferences/Workshops

EXPERTISE:
- School Effectiveness/Improvement
- Science
- Staff Development
- Student Testing/Academic Performance

COSTS: Membership Dues

CLIENTS:
- Local Public Education Agencies
- Private/Parochial Schools
- State Education Agencies

For further information, please contact the organization directly.

PENNSYLVANIA STATE EDUCATION ASSOCIATION

---

400 North Third Street
Box 1724
Harrisburg, PA 17105-1724

(717) 255-7122

YEAR FOUNDED: 1852

CONTACT PERSON: Terry Barnaby, Program Manager Education Services Division

AGENCY TYPE: State Professional Association

SIZE OF PROFESSIONAL STAFF: 100 Full-time

SERVICES:
- Needs Assessment
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Staff Development

EXPERTISE:
- Career/Vocational Education
- School/Administration/Management
- School-Community Relations
- School Finance
- School Law

COSTS:
- Membership Dues
- Variable Costs for Other Services

CLIENTS: Education Professionals

The Pennsylvania State Education Association (PSEA) is a statewide network of more than 100,000 members working to promote the general educational welfare of the state, to protect and advance the interests of members, to foster professional zeal, and to advance education standards. In addition to contract negotiation and administration, PSEA sponsors a wide range of leadership training programs and professional development workshops in the areas of discipline, stress management, and student leadership. Leadership training programs include such topics as faculty representative training, organizational management, community organizing, inservice program designs, women's leadership training, budget analysis, new leader training, and faculty improvement.

PENNSYLVANIA STATE UNIVERSITY, THE PENNSYLVANIA SCHOOL STUDY COUNCIL

---

308 Rackley Building
University Park, PA 16802

(814) 865-0321

YEAR FOUNDED: 1947

CONTACT PERSON: Paul V. Bredeson, Executive Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 1 Part-time

SERVICES:
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research

EXPERTISE:
- School Administration/Management
- School-Business Relations
- School Finance

COSTS: Set Fees

CLIENTS:
- Local Public Education Agencies
- Professional Associations
- Intermediate Service Agencies

The Pennsylvania School Study Council (PSSC) is a non-profit educational corporation that is part of the Division of Education Policy Studies in the College of Education at the Pennsylvania State University. Its purposes are to disseminate educational management information, provide executive training and development, link the human and informational resources of Pennsylvania State University and the local education agencies it serves, and provide analysis of school finance, staffing, and negotiations data for use in budget and negotiations planning. PSSC is a pioneer in study council activities. It serves over 200 school districts and intermediate units in Pennsylvania with a wide range of timely management services.

RESEARCH AND INFORMATION SERVICES FOR EDUCATION

725 Caley Road
King of Prussia, PA 19406

(215) 265-6056

YEAR FOUNDED: 1966

CONTACT PERSON: Richard R. Brickley, Director

AGENCY TYPE: State Sponsored Project

SIZE OF PROFESSIONAL STAFF: 1 Full-time

SERVICES:
- Planning
- Program Implementation
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Staff Development

EXPERTISE:
- Instructional Effectiveness
- School Administration/Management
- School Effectiveness/Improvement
- Staff Development
- Program Adoption/Implementation

COSTS:
- Free to Eligible Clients
- Fees Based on Cost Recovery
- Some Set Fees

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies
- Private/Parochial Schools

Research and Information Services for Education (RISE) is a nationally recognized educational information and dissemination center. The objectives of RISE are to provide timely and relevant information in response to requests from professional educators regarding the efficient and effective operations of schools and to disseminate a variety of nationally validated programs in new settings in Pennsylvania. In order to provide timely and relevant information, RISE staff negotiate and clarify information requests with clients and then provide the client with a bibliography, selective response, custom product or computerized resource list. In disseminating nationally validated programs, RISE conducts awareness, training, and follow-up activities with local educational service providers. Services are provided through informal and formal networks, as well as directly to local schools. Publications include an occasional news bulletin, catalogs of literature searches and exemplary programs, and occasional papers focused on research.

RESEARCH ASSOCIATES OF WASHINGTON

2605 Klingle Road, N.W.
Washington, DC 20008

(202) 966-3326 YEAR FOUNDED: 1981

CONTACT PERSON: Marjorie Halstead, Business Manager

AGENCY TYPE: Consultant

SIZE OF PROFESSIONAL STAFF: 1 Full-time 1 Part-time

SERVICES:	Publications/Dissemination Research	EXPERTISE:	Post-Secondary Education School Finances
COSTS:	Fees Based on Cost Recovery Some Set Fees	CLIENTS:	Local Public Education Agencies Post-Secondary Education Institutions State Education Agencies

---

Research Associates of Washington was organized in 1981 as a private firm to conduct and publish research in economics, education, and engineering. In the field of education, the firm annually publishes price indexes for the goods and services purchased by schools and colleges, comparative state finances of higher education, and a selected bibliography on higher education. Education publications include: Higher Education Prices and Prices Indexes - 1988 Update; School Price Index - 1988 Update; State Profiles - Financing Public Higher Education 1978-1988; and Higher Education Bibliography Yearbook.

RESEARCH FOR BETTER SCHOOLS, INC.

---

444 North Third Street
Philadelphia, PA 19123

(215) 574-9300

YEAR FOUNDED: 1966

CONTACT PERSON: Keith M. Kershner, Director of Research and Development

AGENCY TYPE: Non-Profit R&D Agency

SIZE OF PROFESSIONAL STAFF: 31 Full-time 3 Part-time

SERVICES:
- Development
- Program Assessment/Evaluation
- Presentations/Conferences/Workshops
- Publications
- Research
- Technical Asssitance

EXPERTISE:
- At-Risk Students
- Evaluation/Assessment
- Higher Order Thinking Skills
- Instructional Effectiveness
- School Effectiveness/Improvement

COSTS:
- Some Services Free
- Variable Costs for Other Services

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies
- State Education Agencies
- Federal Agencies

Research for Better Schools, Inc. (RBS) is a private, non-profit Philadelphia firm, established in 1966 as an educational research and development laboratory. RBS has an extensive background and expertise in the development of curriculum materials and procedures; for example, RBS pioneered in the development, evaluation, and dissemination of the Individually Prescribed Instruction, Experience-Based Career Education, and Administering for Change programs. In recent years, RBS has emphasized the provision of research, planning, and training assistance to educational agencies engaged in program improvement. Many of the services are provided to constituents by RBS in its capacity as the Mid-Atlantic Regional Educational Laboratory, funded by the U.S. Department of Education. Other service-oriented components of RBS include Evaluation Services and Professional Development Services. RBS also has become a publisher of research-based materials for practitioners particularly on the following topics: thinking skills, assessment of effectiveness, at-risk students, and professional development, and classroom materials.

RUTGERS UNIVERSITY, CENTER FOR POLICY RESEARCH IN EDUCATION

Eagleton Institute of Politics
Douglass Campus
New Brunswick, NJ 08901

(201) 828-3872

YEAR FOUNDED: 1985

CONTACT PERSON: Lynn McFarlane, Assistant Director for Communications

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 13 Full-time 1 Part-time

SERVICES:
Presentations/Conferences/Workshops
Publications/Dissemination
Research

EXPERTISE:
At-Risk Students
School Finance
Education Policymaking

COSTS:
Some Services Free
Variable Costs for Other Services

CLIENTS:
Local Public Education Agencies
Professional Associations
State Education Agencies

The Center for Policy Research in Education (CPRE) unites the Eagleton Institute of Politics at Rutgers, The State University of New Jersey; Michigan State University; Stanford University; and the University of Wisconsin-Madison in a unique venture to improve the quality of schooling. The center's activities are funded by the U.S. Department of Education's Office of Educational Research and Improvement. CPRE conducts research on the implementation and effects of state and local education policies. By communicating its findings to policymakers, the center contributes to the framing of policies that relate to improved education. CPRE's research activities are designed to address questions related to curriculum and student standards, teacher policies, educational indicators and monitoring, new roles and responsibilities, and evolution of the reform movement. In addition to conducting research in these areas, CPRE publishes research reports and briefs on a variety of education issues. The center also sponsors regional workshops where state and local policymakers meet together to discuss issues of common concern.

SALISBURY STATE UNIVERSITY, SCHOOL OF EDUCATION

Caruthers Hall
Salisbury, MD 21801

(301) 543-6280

YEAR FOUNDED: 1925

CONTACT PERSON: John T. Wolinski

AGENCY TYPE: Post-Secondary Education Institution

SIZE OF PROFESSIONAL STAFF: 15 Full-time

SERVICES:	Presentations/Conferences/ Workshops Publications/Dissemination Staff Development	EXPERTISE:	Staff Development Teaching Techniques Classroom Management
COSTS:	Variable Costs for Services	CLIENTS:	Local Public Education Agencies

---

As a participant in the Eastern Shore Teaching Effectiveness Network (Eastern Shore TEN Project), the School of Education at Salisbury State University works closely with school and district administrators and state officials in a collaborative effort to improve teacher education. College faculty and field-based administrators and supervisors develop preservice and inservice teacher education programs based on the network's model of mastery teaching. The principles and practices incorporated in that model have been used by classroom teachers, principals, teacher educators, and student teachers to improve their professional competence. Technical assistance in adapting these programs and the network's model is available from the department of education. Expertise in a wide variety of subjects, topics, and levels is available.

SETON HALL UNIVERSITY, OFFICE OF CONTINUING PROFESSIONAL EDUCATION

College of Education and Human Resources
South Orange, NJ 07079

(201) 761-9392

YEAR FOUNDED: 1984

CONTACT PERSON: Rosemary Skeele

AGENCY TYPE: Post-Secondary Education Institution

SIZE OF PROFESSIONAL STAFF: 40 Part-time

SERVICES:
- Presentations/Conferences/Workshops
- Staff Development
- Off-Campus Courses

EXPERTISE:
- Educational Technology
- School Administration/Management
- School Finance
- Staff Development
- School Library Media

COSTS:
- Set Fees
- Tuition

CLIENTS:
- Local Public Education Agencies

The Office of Continuing Professional Education (OCPE) is a program in the College of Education and Human Resources, Seton Hall University. Working in collaboration with local school districts, OCPE designs and delivers graduate courses for teachers and administrators that directly address a district's staff development and training needs. These courses are taught on site, at the district, with a 25 percent reduction in tuition fees for participants. The services and expertise indicated above reflect only existing programs; the full range of expertise of the college is available for future programs.

SHENANGO VALLEY URBAN LEAGUE, INC.

39 Chestnut Street
Sharon, PA 16146

(412) 981-5310

YEAR FOUNDED: 1968

CONTACT PERSON: Mark D. Smith, Project Coordinator

AGENCY TYPE: Non-Profit Social Service Agency

SIZE OF PROFESSIONAL STAFF: 4 Full-time

SERVICES:
Presentations/Conferences/Workshops
Project Case Management

EXPERTISE:
At-Risk Students
School Climate/Discipline
School Effectiveness/Improvement
Case Management Parenting Program

COSTS:
Some Services Free
Variable Costs for Other Services

CLIENTS:
Local Public Education Agencies
Post-Secondary Education Institutions

The Shenango Valley Urban League, Inc. promotes the development of a secure and exemplary American democracy by assisting communities to ameliorate conditions and solve problems arising from racial inequalities within the American community. To accomplish this purpose, the league works on problems and opportunities in the field of employment, housing, education, health, and welfare. League activities include research, fact finding, interpretation, public education, demonstration of effective program methods, and projection of future problems and goals.

SMITHSONIAN INSTITUTION, OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Arts & Industries Building
Room 1163
Washington, DC 20560

(202) 357-2005

YEAR FOUNDED: 1848

CONTACT PERSON: Thomas Lowderbaugh, Deputy Director

AGENCY TYPE: Museum

SIZE OF PROFESSIONAL STAFF: 10 Full-time

SERVICES:
- Development
- Presentation/Conferences/Workshops
- Publications/Dissemination

EXPERTISE:
- Career/Vocational Education
- Language Arts
- Social Studies

COSTS:
- Some Services Free
- Variable Costs for Other Services

CLIENTS:
- Local Public Education Agencies
- Teachers

The Office of Elementary and Secondary Education (OESE) is the Smithsonian Institution's central education office. It serves teachers directly through programs and publications as well as through the education offices located in each of the Smithsonian Museums. The Smithsonian's other education offices provide museum lessons or tours for classes on field trips; each of these offices also may develop materials about its own museum's collection or offer classes on using that collection. OESE specializes in programs that use more than one Smithsonian museum.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

1118 22nd Street, N.W., Suite 205
Washington, DC 20037

(202) 872-1271 YEAR FOUNDED: 1966

CONTACT PERSON: Richard Calkins, Executive Director

AGENCY TYPE: National Professional Association

SIZE OF PROFESSIONAL STAFF: 10 Full-time 3 Part-time

SERVICES:	Development Program Assessment/Evaluation Program Implementation Presentations/Conferences/Workshops Publications/Dissemination	EXPERTISE:	Adult Education Evaluation/Assessment Instructional Effectiveness Post-Secondary Education Reading/Language Arts
COSTS:	Membership Dues Some Set Fees Some Fees Based on Cost Recovery	CLIENTS:	Local Public Education Agencies Private/Parochial Schools Post-secondary Education Institutions State Education Agencies Business/Industry

---

Teachers of English to Speakers of Other Languages (TESOL) is an international organization of professionals whose purpose is to promote scholarship, to disseminate information, and to strengthen instruction and research in the teaching of English to speakers of other languages and dialects. TESOL publishes a scholarly journal and a newsletter that is sent to all members. It also publishes directories, bibliographies, and monographs, as well as position papers and guidelines on various aspects of the field. It sponsors a large annual international convention.

TEMPLE UNIVERSITY, THE CENTER FOR RESEARCH IN HUMAN DEVELOPMENT AND EDUCATION

Ritter Hall Annex, 9th Floor
13th and Cecil B. Moore Avenue
Philadelphia, PA 19122

(215) 787-3000

YEAR FOUNDED: 1986

CONTACT PERSON: Margaret Wang

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 25 Full-time

SERVICES:
- Program Implementation
- Publications/Dissemination
- Research
- Staff Development
- Technical Assistance

EXPERTISE:
- At-Risk Students
- Instructional Effectiveness
- School Effectiveness/Improvement
- Staff Development
- Special Education

COSTS:
- Free to Eligible Clients
- Variable Costs for Other Services

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies
- State Education Agencies

The Temple University Center for Research in Human Development and Education is an interdisciplinary center for the study of emerging problems and challenges facing children, youth, and families. Its overall goal is to investigate the basic forces that affect human development and schooling. An important focus of the center's work is to identify and shape effective responses to these forces through far-reaching changes in institutional policies and practices. The center draws together the many resources of the university and a wide range of national, state, and regional programs. The result is interdisciplinary and interdepartmental collaborations that involve investigations of social, economic, educational, and developmental factors and state-of-the-art demonstrations of models for training and for the delivery of relevant services.

TEMPLE UNIVERSITY, MEASUREMENT AND RESEARCH CENTER

Sullivan Hall
Broad and Berks Streets
Philadelphia, PA 19122

(215) 787-4646

YEAR FOUNDED: 1974

CONTACT PERSON: Abraham A. Panackal

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 23 Full-time 30 Part-time

SERVICES:
- Program Assessment/Evaluation
- Research
- Staff Development

EXPERTISE:
- Evaluation/Assessment
- Special Education

COSTS:
- Free to Eligible Clients
- Some Set Fees

CLIENTS:
- Local Public Education Agencies
- Post-Secondary Education Institutions

The Measurement and Research Center of Temple University provides services to local public education agencies by administering both national and local testing programs and conducting evaluations of special education programs. More information is available from the contact person.

TEMPLE UNIVERSITY, NATIONAL CENTER FOR THE STUDY OF CORPORAL PUNISHMENT AND ALTERNATIVES IN THE SCHOOLS

---

253 Ritter Hall South
Philadelphia, PA 19122

(215) 787-6091

YEAR FOUNDED: 1976

CONTACT PERSON: Irwin Human, Director

AGENCY TYPE: Non-Profit R&D Agency

SIZE OF PROFESSIONAL STAFF: 1 Full-time 2 Part-time

SERVICES:	Presentations/Conferences/ Workshops Publications/Dissemination Research	EXPERTISE:	Adult Education School Administration/ Management School Climate/Discipline School Effectiveness/ Improvement
COSTS:	Set Fees	CLIENTS:	Local Public Education Agencies Professional Associations Intermediate Service Agencies Private/Parochial Schools Post-Secondary Education Institutions

---

The National Center for the Study of Corporal Punishment and Alternatives in the Schools (NCSCPAS) was founded in 1976 within the Department of School Psychology at Temple University. The center maintains a large collection of materials relevant to corporal punishment and discipline. Many scholarly studies have been written by center staff. The center operates a child abuse prevention project called the Discipline Helpline. This is a free telephone consultation service for parents and teachers who have discipline problems and are seeking effective methods to cope with frustrating situations. The center also helps organizations and institutions to develop better methods of discipline. Services include climate assessment, individually tailored workshops, and personal consultation with staff.

UNIVERSITY OF DELAWARE, CENTER FOR ECONOMIC EDUCATION

---

110 Purnell Hall
Newark, DE 19716

(302) 451-2559

YEAR FOUNDED: 1971

CONTACT PERSON: James B. O'Neill, Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 3 Full-time 4 Part-time

SERVICES:
- Development
- Presentations/Conferences/Workshops
- Publications/Dissemination
- Research
- Staff Development

EXPERTISE:
- Post-Secondary Education
- School-Business Relations
- School-Community Relations
- Social Studies
- Economic Education

COSTS:
- Free to Eligible Clients
- Some Set Fees

CLIENTS:
- Local Public Education Agencies
- Private/Parochial Schools
- Post-Secondary Education Institutions
- State Education Agencies
- Business/Industry

The Center for Economic Education at the University of Delaware is the principal organization for coordinating economic education programs in Delaware. The objectives of the center are to: (1) provide inservice and preservice to teachers, (2) conduct research in economic education, (3) provide support services for teachers, and (4) offer a Master of Instruction in Economic Education program. The Center works directly with schools and teachers to develop training programs which provide teachers with a background in fundamental economic concepts. It develops and offers materials and teaching strategies for introducing and integrating economic principles into the classroom curriculum. The center also carries out research to assess the impact of its teacher training programs, economic workshops, and courses on student achievement. The center provides services through field coordinators who help with implementation problems, offer suggestions for classroom instruction, and provide instructional materials. A resource center is maintained that makes audio-visual, textual, and background materials available on loan to teachers. In addition, the center distributes a newsletter throughout the state to keep teachers abreast of the latest developments in economic education at the state and national level.

UNIVERSITY OF DELAWARE, CENTER FOR EDUCATIONAL LEADERSHIP AND EVALUATION

College of Education
Newark, DE 19716

(302) 451-1274 YEAR FOUNDED: 1980

CONTACT PERSON: Ludwig Mosberg, Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 1 Full-time 4 Part-time

SERVICES:	Program Assessment/Evaluation Publications/Dissemination Research Staff Development Technical Assistance	EXPERTISE:	Evaluation/Assessment School Administration/ Management School Effectiveness/ Improvement Staff Development Educational Policy
COSTS:	Fees Based on Cost Recovery	CLIENTS:	Local Public Education Agencies Intermediate Service Agencies State Education Agencies

---

Since 1980, the Center for Educational Leadership and Evaluation (CELE) has been an interdisciplinary organization located within the College of Education at the University of Delaware. CELE provides evaluation-related services to educational decisionmakers in need of information collection of a technical or specialized nature. The center provides assistance which will supplement the time and capabilities of the contracting agency or individual. CELE links project needs with expertise from the university, the community, and, where necessary, the nation. CELE also administers the Delaware Leadership in Educational Administration Development (LEAD) Center technical assistance center in conjunction with the Delaware Department of Public Instruction.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY CAMPUS, CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Mathematics/Psychology Building
Room 007
Baltimore, MD 21228

(301) 455-3124/3200

YEAR FOUNDED: 1975

CONTACT PERSON: Gilbert R. Austin, Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 1 Full-time 4 Part-time

SERVICES:
- Needs Assessment
- Program Assessment/Evaluation
- Presentations/Conferences/Workshops
- Research
- Staff Development

EXPERTISE:
- At-Risk Students
- Early Childhood
- Educational Technology
- Evaluation/Assessment
- School Effectiveness/Improvement

COSTS: Fees Based on Cost Recovery

CLIENTS:
- Local Public Education Agencies
- Professional Associations
- State Education Agencies

The Center for Educational Research and Development is a joint venture between the Baltimore County and College Park campuses of the University of Maryland (see p. 170). This center utilizes the resources and talent of the University of Maryland to study complex issues in education. The center encourages the participation of faculty from various disciplines in studying problems best handled through a multidisciplinary approach. The goals of the center are: to develop a coordinated multidisciplinary research capability aimed at improving educational programs in the state and region; to develop models, materials, and guidelines to improve the structures, practices, and curricula in educational institutions; to disseminate new knowledge about the purposes, functions, and operations of educational programs; and to help college personnel and government policy makers gain new perspectives on the social and political trends and forces impinging on higher education.

UNIVERSITY OF MARYLAND, CENTER FOR INSTRUCTIONAL DEVELOPMENT AND EVALUATION

University Boulevard at Adelphi Road
College Park, MD 20742

(301) 985-7919

YEAR FOUNDED: 1981

CONTACT PERSON: Gary E. Miller

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 35 Full-time

SERVICES:
- Development
- Instructional Development
- Needs Assessment
- Program Assessment/Evaluation
- Staff Development

EXPERTISE:
- Adult Education
- Educational Technology
- Instructional Design
- Post-Secondary Education
- Teaching Techniques/Classroom Management

COSTS: Fees Based on Cost Recovery

CLIENTS:
- Professional Associations
- Post-Secondary Education Institutions
- Business/Industry
- Federal Government

The University of Maryland Center for Instructional Development and Evaluation (CIDE) specializes in the design, development, and evaluation of instructional programs that meet a diverse array of educational and training needs. CIDE services range from the design of traditional training programs to the development of advanced computer-based instruction using interactive video to build awareness and skills. CIDE also specializes in comprehensive needs assessments and in the evaluation of entire educational systems as well as individual learning materials.

UNIVERSITY OF MARYLAND COLLEGE PARK CAMPUS, CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

College of Education
College Park, MD 20742

(301) 454-2108/2109 YEAR FOUNDED: 1977

Contact Person: John T. Guthrie, Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 3 Full-time 2 Part-time

SERVICES:	Program Assessment/Evaluation Publications/Dissemination Technical Assistance	EXPERTISE:	Educational Technology Reading/Language Arts Student Testing/Academic Performance
COSTS:	Fees Based on Cost Recovery	CLIENTS:	Local Public Education Agencies State Education Agencies

---

The Center for Educational Research and Development is a joint venture between the College Park and Baltimore County campuses of the University of Maryland (see p. 168). At College Park, the center's mission is to increase the involvement of campus faculty in knowledge production and utilization as it relates to the concerns of state and local education agencies. As a research facility, it is devoted to promoting the study and analysis of complex issues in education. The center links the resources of an academic community with the needs of educational policymakers and practitioners. Working with educational organizations throughout the state, the center conducts research activities and provides technical assistance for a variety of assessment and evaluation projects. Information about center activities are disseminated in the periodic publication, Interact.

UNIVERSITY OF MARYLAND COLLEGE PARK CAMPUS, INSTITUTE FOR CHILD STUDY

Department of Human Development
3304 Benjamin Building
College Park, Maryland 20742

(301) 454-2034

YEAR FOUNDED: 1947

CONTACT PERSON: Robert C. Hardy, Director
Bonnie Tyler, Assistant Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 30 Full-Time 10 Part-time

SERVICES:
- Development
- Program Assessment/Evaluation
- Presentations/Conferences/Workshops
- Research
- Staff Development

EXPERTISE:
- Adult Education
- Early Childhood
- Evaluation/Assessment
- School Effectiveness/Improvement
- Staff Development

COSTS:
- Some Set Fees
- Variable Costs for Other Services

CLIENTS:
- Local Public Education Agencies
- Private/Parochial Schools
- State Education Agencies

The Institute for Child Study, located in the Department of Human Development on the College Park campus of the University of Maryland, offers a variety of field programs available to schools, churches, government agencies or businesses. These professional services include workshops and seminars providing professional and personal growth experinces; programs ranging from brief, overview lectures to a more comprehensive series of presentations; consultant resources in all areas of human development; and a range of research capabilities including assessment and evaluation.

UNIVERSITY OF PENNSYLVANIA, CENTER FOR SCHOOL STUDY COUNCILS

Graduate School of Education
3700 Walnut Street
Philadelphia, PA 19104-6216

(215) 898-7371

YEAR FOUNDED: 1943

CONTACT PERSON: Harris Sokoloff, Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 2 Full-time 2 Part-time

SERVICES:
- Development
- Management
- Planning
- Presentations/Conferences/Workshops
- Staff Development

EXPERTISE:
- School Administration/Management
- School Effectiveness/Improvement
- Staff Development

COSTS:
- Some Fees Based on Cost Recovery
- Variable Costs for Other Services

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies

The Center for School Study Councils of the University of Pennsylvania Graduate School of Education is actively working to improve the quality of education in member districts. Founded in 1943, the original council has been substantially augmented to serve as an important catalyst for school superintendents and others to discuss common concerns, learn about developments in education and administration, and test research against practice and practice against research. The center consists of three autonomous school study councils and a principals leadership council. The councils that make up the center are network systems that sponsor a range of activities and services for the professional development of member superintendents seeking to foster excellence in education, including monthly conferences, seminars, workshops, and research projects.

UNIVERSITY OF PENNSYLVANIA, LITERACY RESEARCH CENTER

Graduate School of Education
Room A36
3700 Walnut Street
Philadelphia, PA 19104

(215) 898-1925

YEAR FOUNDED: 1983

CONTACT PERSON: Daniel A. Wagner, Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 13 Part-time

SERVICES:
- Development
- Needs Assessment
- Planning
- Program Assessment/Evaluation
- Program Implementation

EXPERTISE:
- Adult Education
- Basic Skills Performance
- Evaluation/Assessment
- Reading/Language Arts
- School Effectiveness/Improvement

COSTS: Variable Costs for Services

CLIENTS:
- Local Public Education Agencies
- State Education Agencies
- Business/Industry

The Literacy Research Center (LRC) has two major objectives: (1) to help develop policy on literacy-related problems through basic and applied research and (2) to promote a dialogue between literacy researchers and school-based practitioners in the field. The center's overall mission is to assist academic, business, and governmental institutions in promoting literacy in the U.S. and abroad. LRC is involved in research, community services, and consulting activities.

UNIVERSITY OF PITTSBURGH, INSTITUTE FOR PRACTICE AND RESEARCH IN EDUCATION

School of Education
5R02 Forbes Quadrangle
Pittsburgh, PA 15260

(412) 648-7080

YEAR FOUNDED: 1986

CONTACT PERSON: Naomi Zigmond, Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 4 Part-time

SERVICES:
- Needs Assessment
- Program Assessment/Evaluation
- Presentations/Conferences/Workshops
- Research
- Technical Assistance

EXPERTISE:
- At-Risk Students
- Evaluation/Assessment
- Reading/Language Arts
- School Administration/Management
- School Effectiveness/Improvement

COSTS:
- Free to Eligible Clients
- Fees Based on Cost Recovery

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies
- Private/Parochial Schools

The Institute for Practice and Research in Education (IPRE), School of Education, University of Pittsburgh, was launched in 1986. Its mission has been to (1) provide a mechanism through which the university and the school can become more involved and helpful to school districts and education professionals as they work to meet today's educational challenges and (2) to provide leadership and fiscal management to outreach, research, development, and service activities involving faculty in the school. IPRE accomplishes its mission through four sets of activities: staff development initiatives, research and development initiatives, service and educational programs for children and adults, and dissemination. Publications include a directory of faculty in the school of education, a newsletter published quarterly, a bulletin of annual summer study offerings and an annual report of faculty publications.

UNIVERSITY OF PITTSBURGH, TRI-STATE AREA SCHOOL STUDY COUNCIL

5K34 Forbes Quad
Pittsburgh, PA 15260

(412) 648-7086

YEAR FOUNDED: 1948

CONTACT PERSON: Charles Gorman, Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 3 Full-time 20 Part-time

SERVICES:
- Development
- Planning
- Program Implementation
- Presentations/Conferences/Workshops
- Technical Assistance

EXPERTISE:
- Career/Vocational Education
- Evaluation/Assessment
- School Administration/Management
- School Effectiveness/Improvement
- Staff Development

COSTS:
- Fees Based on Cost Recovery
- Some Set Fees

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies
- Private/Parochial Schools

The Tri-State Area School Study Council is a consortium of school districts, intermediate units, diocesan regions, private schools, and the University of Pittsburgh. This partnership was formed in 1948 and has continued as a link between the professional school and the professionals it prepares. Considerable interaction among the members has been prompted through programs and a variety of services. In order to coordinate and focus the various activities of the study council, the executive committee endorsed the following theme: to improve schooling for all students through problem solving, technical service, and staff development. The theme is pursued through council goals which emphasize the ideal of equality -- the drive to achieve uniform excellence in education regardless of the social differences present in the member schools.

VOCATIONAL RESEARCH INSTITUTE

Division of Jewish Employment &
Vocational Services
2100 Arch Street
Philadelphia, PA 19103

(215) 496-9674

YEAR FOUNDED: 1963

CONTACT PERSON: Randy Lindsey, Director

AGENCY TYPE: Non-profit R&D Agency

SIZE OF PROFESSIONAL STAFF: 19 Full-time 6 Part-time

SERVICES: Development
Research

EXPERTISE: Career/Vocational Education
Evaluation/Assessment
Student Testing/Academic Performance

COSTS: Set Fees

CLIENTS: Local Public Education Agencies
State Education Agencies
Business/Industry

The Vocational Research Institute (VRI) is a non-profit agency serving both educators and business and industry. Working with school districts and state education agencies, VRI develops both tests and testing programs in the areas of career and vocational education, including those for disadvantaged and minority populations. VRI has also worked with business and industry, developing employee assessment and testing programs, including nondiscriminatory employee assessments.

WIDENER UNIVERSITY, OFFICE OF EVALUATION RESEARCH

14th & Chestnut Streets
Chester, PA 19013

(215) 499-4294

YEAR FOUNDED: 1980

CONTACT PERSON: Antonia D'Onofrio, Director of Graduate Education

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OF PROFESSIONAL STAFF: 17 Full-time 30 Part-time

SERVICES:
- Development
- Needs Assessment
- Planning
- Program Assessment/Evaluation
- Program Implementation

EXPERTISE:
- Educational Technology
- Evaluation/Assessment
- Higher Order Thinking Skills
- Reading/Language Arts
- Teacher Supervision/Evaluation

COSTS OF SERVICES:
- Free to Eligible Clients
- Fees Based on Cost Recovery

CLIENTS:
- Local Public Education Agencies
- Private/Parochial Schools
- Post-secondary Education Institutions

The Office of Evaluation Research specializes in proposal preparation for local school districts and service agencies wishing professional assistance. Typically the office also provides curriculum and evaluation services as follow-ups to funded projects. Alternative educational models are the most common area of proposal consultation (e.g., bilingual-bicultural, adult literacy, child care and early childhood education, gifted education, etc.). The staff are professionally trained in formal program evaluation.

WILKES COLLEGE, REGIONAL COMPUTER RESOURCE CENTER

Wilkes Barre, PA 18766

(717) 824-4651

YEAR FOUNDED: 1984

CONTACT PERSON: Joseph T. Bellucci, Director

AGENCY TYPE: Post-Secondary Education Institution/R&D Center

SIZE OR PROFESSIONAL STAFF: 6 Full-time 1 Part-time

SERVICES:
- Development
- Needs Assessment
- Presentations/Conferences/Workshops
- Staff Development
- Technical Assistance

EXPERTISE:
- Educational Technology
- Instructional Effectiveness
- Mathematics
- Science
- Staff Development

COSTS: Free to All Clients

CLIENTS:
- Local Public Education Agencies
- Intermediate Service Agencies
- Private/Parochial Schools

The Regional Computer Resource Center (RCRC) was created in 1984 to improve microcomputer education in the Pennsylvania schools. There are 14 regional computer resource centers throughout Pennsylvania. The objectives are to train teachers in the use of microcomputers, to assist in designing computer-oriented curriculum, to evaluate proposals for upgrading computer instruction in the schools, to recommend computer hardware for schools, and to assist with software evaluation. Computer courses are offered year round through the RCRC.

VII. PRIMARY SERVICES INDEX

DEVELOPMENT: 27, 30, 31, 32, 34, 35, 39, 41, 46, 47, 48, 49, 50, 51, 56, 57, 58, 59, 61, 63, 65, 66, 67, 70, 71, 72, 73, 78, 84, 88, 98, 103, 104, 108, 111, 113, 114, 115, 117, 118, 199, 120

MANAGEMENT: 29, 50, 54, 70, 92, 114

NEEDS ASSESSMENT: 27, 44, 50, 56, 65, 71, 72, 74, 77, 80, 85, 94, 110, 111, 115, 116, 119, 120

PLANNING: 30, 39, 50, 56, 63, 71, 77, 85, 86, 96, 114, 115, 117, 119

PROGRAM ASSESSMENT/EVALUATION: 27, 34, 39, 42, 47, 50, 51, 56, 58, 59, 61, 65, 66, 67, 69, 71, 72, 77, 85, 89, 93, 98, 104, 106, 109, 110, 111, 112, 113, 115, 116, 119

PROGRAM IMPLEMENTATION: 35, 36, 41, 72, 73, 89, 93, 96, 104, 105, 115, 117, 119

PRESENTATIONS/CONFERENCES/WORKSHOPS: 27, 28, 29, 30, 31, 32, 33, 35, 36, 38, 39, 41, 42, 43, 46, 48, 49, 51, 52, 53, 54, 55, 57, 58, 62, 63, 64, 66, 67, 68, 69, 70, 72, 73, 74, 75, 78, 79, 80, 81, 83, 84, 86, 87, 88, 90, 91, 92, 93, 94, 95, 96, 98, 99, 100, 101, 102, 103, 104, 107, 108, 110, 113, 114, 116, 117, 120

PUBLICATIONS/DISSEMINATION: 27, 28, 29, 30, 31, 32, 33, 35, 37, 38, 41, 42, 43, 47, 48, 49, 51, 52, 53, 55, 58, 59, 60, 61, 62, 63, 65, 67, 68, 69, 70, 75, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 88, 89, 91, 94, 95, 96, 97, 98, 99, 100, 103, 104, 105, 107, 108, 109, 112

RESEARCH: 29, 33, 36, 38, 40, 41, 42, 43, 49, 53, 54, 57, 58, 62, 63, 66, 67, 68, 69, 73, 74, 78, 81, 88, 92, 95, 97, 98, 99, 105, 106, 107, 108, 109, 110, 113, 116, 118

STAFF DEVELOPMENT: 29, 30, 38, 39, 43, 44, 45, 46, 47, 51, 52, 54, 55, 56, 57, 64, 65, 66, 68, 74, 75, 76, 77, 78, 80, 83, 86, 87, 89, 92, 96, 100, 101, 105, 106, 108, 109, 110, 111, 113, 114, 120

TECHNICAL ASSISTANCE: 42, 43, 45, 49, 54, 57, 59, 62, 64, 69, 70, 71, 74, 75, 80, 81, 87, 88, 89, 90, 91, 92, 98, 105, 109, 112, 116, 117, 120

OTHER: 44, 45, 46, 52, 53, 68, 79, 101, 102, 111

VIII. PRIMARY EXPERTISE INDEX

ADULT EDUCATION: 27, 31, 41, 57, 63, 65, 66, 74, 77, 85, 104, 107, 111, 113, 115

AT-RISK STUDENTS: 29, 34, 36, 43, 48, 49, 50, 64, 65, 67, 68, 69, 71, 73, 77, 83, 85, 89, 98, 99, 102, 105, 110, 116

BASIC SKILLS PERFORMANCE: 36, 46, 47, 68, 69, 72, 74, 78, 84, 115

CAREER/VOCATIONAL EDUCATION: 31, 34, 36, 50, 55, 85, 90, 94, 103, 117, 118

EARLY CHILDHOOD: 38, 39, 49, 50, 56, 65, 66, 72, 73, 78, 79, 80, 110, 113

EDUCATIONAL TECHNOLOGY: 28, 34, 38, 39, 41, 42, 44, 45, 46, 50, 56, 65, 71, 72, 79, 84, 101, 110, 111, 112, 119, 120

EVALUATION/ASSESSMENT: 40, 41, 42, 46, 49, 59, 60, 78, 87, 88, 89, 92, 98, 104, 106, 109, 110, 113, 115, 116, 117, 118, 119

HIGHER ORDER THINKING SKILLS: 30, 38, 40, 42, 68, 70, 73, 78, 86, 98, 119

INSTRUCTIONAL EFFECTIVENESS: 29, 39, 42, 45, 46, 54, 58, 63, 64, 69, 73, 86, 87, 89, 92, 96, 104, 105, 120

MATHEMATICS: 47, 70, 120

READING/LANGUAGE ARTS: 39, 40, 47, 57, 61, 68, 70, 73, 103, 104, 112, 115, 116, 119

SCHOOL ADMINISTRATION/MANAGEMENT: 29, 30, 38, 52, 53, 54, 58, 71, 76, 80, 87, 88, 89, 91, 92, 94, 95, 96, 101, 107, 109, 114, 116, 117

SCHOOL-BUSINESS RELATIONS: 31, 63, 67, 74, 85, 95, 108

SCHOOL CLIMATE/DISCIPLINE: 32, 56, 65, 69, 82, 83, 102, 107

SCHOOL-COMMUNITY RELATIONS: 29, 32, 36, 48, 52, 53, 57, 58, 61, 63, 66, 77, 83, 85, 94, 108

SCHOOL EFFECTIVENESS/IMPROVEMENT: 29, 30, 36, 39, 54, 58, 66, 67, 69, 86, 87, 88, 92, 93, 96, 98, 102, 105, 107, 109, 110, 113, 114, 115, 116, 117

SCHOOL FINANCE: 53, 71, 80, 91, 94, 95, 97, 99, 101

SCIENCE: 28, 31, 46, 47, 70, 93, 120

SOCIAL STUDIES: 35, 40, 63, 84, 103, 108

STAFF DEVELOPMENT: 30, 32, 42, 54, 56, 57, 58, 61, 64, 67, 68, 76, 79, 80, 86, 89, 92, 93, 96, 100, 101, 105, 109, 113, 114, 117, 1@0

STUDENT TESTING/ACADEMIC PERFORMANCE: 47, 59, 60, 62, 71, 79, 88, 93, 112, 118

TEACHER SUPERVISION/EVALUATION: 38, 53, 66, 84, 86, 119

OTHER: 28, 30, 31, 32, 33, 34, 35, 37, 41, 44, 48, 49, 50, 51, 55, 56, 57, 59, 61, 62, 64, 70, 71, 72, 74, 75, 77, 78, 79, 81, 82, 83, 84, 87, 90, 94, 96, 97, 99, 100, 101, 102, 104, 105, 106, 108, 109, 111

APPENDIX:

Survey Instrument

SURVEY OF REGIONAL EDUCATIONAL RESOURCE AGENCIES - 1988

DIRECTIONS: Please complete both sides of this survey.

I. Agency Information:

Organization Name: ______________________

Director: ______________________

Address: ______________________
Street

____
City State Zipcode

Contact Person: ______________________
Name & Title

Phone: (_____)______________ Year Founded: ______________

If this survey is not applicable to your agency, please explain: ______________________

____

____

II. Agency Type - Choose One:

______Non-profit R&D agency
______For-profit R&D agency
______Consultant
______Post-secondary Education Institution/R&D center
______State Professional Association
______National Professional Association
______Other (please specify): ______

____

III. General Types of Services Provided - Choose a Maximum of Five:

______Development (i.e., program, curriculum)
______Management
______Needs Assessment
______Planning
______Program Assessment/Evaluation
______Program Implementation
______Presentations/Conferences/Workshops
______Publications/Dissemination
______Research
______Staff Development
______Technical Assistance
______Other (please specify): ______

____

IV. Size of Professional Staff Involved in Delivering Services to Clients:

______Number of Full-time

______Number of Part-time

(OVER)

V. Cost of Services:

______Free to All Clients
______Free to Eligible Clients
______Fees Based on Cost Recovery
______Set Fees
______Other (please specify)________
____

VI. Agency Clients - Choose a Maximum of Three:

______Local Public Education Agencies (schools, school distrcts and personnel)
______Professional Associations
______Intermediate Service Agencies
______Private/Parochial Schools
______Post-secondary Education Institutions
______State Education Agencies
______Business/Industry
______Other(please specify):________
____

VII. Specific Areas of Expertise - Choose a Maximum of Five:

______Adult Education
______At - Risk Students
______Basic Skills Performance
______Career/Vocational Education
______Early Childhood
______Educational Technology
______Evaluation/Assessment
______Higher Order Thinking Skills
______Instructional Effectiveness
______Mathematics
______Post-secondary Education
______Reading/Language Arts
______School Administration/ Management
______School - Business Relations
______School Climate/Discipline
______School - Community Relations
______School Effectiveness/ Improvement
______School Finance
______Science
______Social Studies
______Staff Development
______Student Testing/Academic Performance
______Teacher Supervision/Evaluation
______Other (please specify):_______
____

VIII. Agency Profile - Attach a 100-200 Word Profile Including:

a) Brief background or history of organization
b) Objectives or organization
c) Description of services/technical assistance provided
d) Publications, products

PLEASE RETURN THIS SURVEY TO RBS BY MARCH ___